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ABSTRACT

This volume provides a cumulative review of the primary methods used or available for use in recording formal training experiences and an annotated bibliography of documents relating to the accreditation of training experiences. The literature review begins with a discussion of academic documentation, that is, the record of formal training experiences such as classroom training, work experience designed for academic credit, and the documentation of competence. It then covers non-academic documentation of formal training experiences in apprenticeship systems, the military, and private business and industry. An overview is then presented of the training records that are kept for individuals participating in Comprehensive Employment and Training Act (CETA) programs. In addition, sample CETA programs are described to illustrate various academic and non-academic methods of documenting training experience. A 77-item annotated bibliography is then presented which summarizes technical reports, textbooks, journal articles, congressional testimony, final reports, and conference presentations that relate to academic and non-academic accrediting and CETA system approaches. For each document, bibliographic information, a description of its content, and ratings assigned by a panel of educational experts are provided. (Author/HB)

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Literature Review

with Annotated Bibliography

The Accreditation of Training Experiences: Implications for Employment Training Programs

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Literature Review

with Annotated Bibliography

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LITERATURE REVIEW
with Annotated Bibliography

The Accreditation of Training Experiences: Implications for Employment Training Programs

To the Reader:

This volume was developed to provide a cumulative review of the primary methods utilized or available in recording formal training experiences and to present a series of annotations that summarize documents relating to the accreditation of training experiences. As a guide to the potential user, the annotations have been rated individually by a panel of experts from the educational field using the following rating scale:

3 The article would be helpful in establishing an appropriate credential for a training program.

2 The article relates to training, but not necessarily accreditation.

1 The article would be interesting but not helpful.

0 The article would not be interesting or helpful.

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INTRODUCTION

Formal training experiences designed to prepare individuals for initial employment or to update skill levels for advancement are being provided to an increasing extent by agencies and institutions outside of the traditional public school setting. One of the major providers of such training is the CETA (Comprehensive Employment and Training Act) system. Operating outside of the traditional public school arena has created a need for employment training administrators and their agents to credential or keep a formal record of individuals' training experiences.

Methods to account for success and accomplishments achieved from training programs are important to the trainees, the providers of training, and to prospective employers. In most cases, individuals receiving training desire a credential of some type which represents successful completion of the training. A formal record of training can aid employment training administrators or agencies providing training to evaluate or account for the success of training programs. Prospective employers may utilize the record of training as an indicator of an individual's competence and potential success on the job. Therefore, a knowledge of the various methods utilized to record formal training experiences is important to employment training administrators and agencies providing training.

The purpose of this document is to present a review of the primary methods utilized or available to provide a record of formal training experiences. Training, according to Lessinger (1980), is the process of deliberately passing on knowledge and skills to others so that it can be demonstrated in a required setting. Steinmetz (1976) defined training as the developmental process of deliberately passing on to

others by example, signs and words knowledge and skill gained in mastering circumstances. O'Sullivan (1976) noted that training is no longer confined by earlier narrow definitions and that the profession has evolved to encompass a multitude of disciplines and approaches all focused on the central goal of developing human potential. The term record is used in this paper in a broad sense to connote written and accessible informatior of some type which documents or represents achievement, to some degree, of competence at the skill(s) acquired through the training experience. The term formal training experience is defined as programs planned and delivered to individuals who are making intentional efforts to acquire new skills useful for employment.

This document does not present all of the methods utilized to record formal training experiences in all types of agencies, institutions, and organizations throughout the nation. Instead, in order to present a useable document, the review attempts to synthesize over one hundred references examined on the topic by identifying the major training arenas and the primary methods utilized to account for training progress in these arenas. The methods used in the search for pertinent documents included: computer searches, manual library searches, review of agency resource materials and files, and telephone and personal interviews. The literature review is presented in three major categories. The first section includes a discussion of academic documentation as a record of formal training experiences. Second, a discussion of various types of nonacademic documentation of formal training experiences is presented. Following these two sections, methods and processes utilized by the employment training system are discussed. Examples of employment training programs which utilize academic and nonacademic documentation of training experiences are presented.

ACADEMIC DOCUMENTATION OF TRAINING

Academic credit, which serves as a record of formal training experiences, is usually awarded to students who complete classroom and laboratory training experiences within the traditional educational system regardless of who arranges or pays for the training. Vocational education programs at the secondary and post-secondary levels are examples of such training. In addition, academic credit may be awarded for formal training experiences which occur outside of the traditional classroom setting. Generally, for these training programs, academic credit is awarded either for a planned program of work experience or by documentation of competence.

CLASSROOM TRAINING

Documentation of training experiences conducted in the classroom may take different forms depending on the particular training agency or school. Methods utilized to measure proficiency or assess student progress (e.g., testing, checklists, ratings, self assessment, product assessment, attendance, observation, etc.) are generally the basis for assigning or awarding credit or certification which appears on a formal document (Jones, 1979). The document represents completion of all or part of the training and in some cases degree of proficiency.

School certificates are usually diplomas which state that a student has successfully completed a program of formal study. To achieve a certificate, in most cases, the student has taken a variety of tests (either written or performance) along the way (Nelson and Ujakowich, 1980).

A document most commonly used by public academic institutions to record completion of classroom training is the student's official

transcript. The transcript often contains information on titles of courses completed, grades earned (or some other indicator of completion), and amount or type of credit granted. Certificates indicating satisfactory completion of classroom training represent another method of documentation commonly used by private training agencies or institutions.

WORK EXPERIENCE DESIGNED FOR ACADEMIC CREDIT

During the past several years, much attention and debate have been concentrated on the different techniques and methods for awarding academic credit for competencies acquired from out-of-classroom experiences. No single method has emerged as the best for assessing or awarding credit (U.S. Department of Labor, 1980b). However, one of the most widely utilized methods is work experience designed for credit.

The concept of experiential learning has become important in elementary, secondary, and post-secondary schools. Often the term is used generically to describe programs which use the work environment as an integral part of the curriculum. A project completed at the National Center for Research in Vocational Education (1979) defined experiential education as "...a set of planned educational experiences designed to enable learners to acquire attitudes, skills and knowledge for work and other life roles by participating in work settings" (p. v).

Disagreement has been expressed on whether academic credit should be given for work experience programs. The Illinois State Board of Education (1980), identified the following reasons expressed for and

against the concept. Proponents of awarding academic credit for participating in work experience programs offer the following reasons:

1. that since academic credit is viewed by the public, by the educational community and by students as recognition of having successfully acquired a body of knowledge or a specific set of skills, the awarding of academic credit upon successful completion of a work experience program would lend credibility to these programs in the eyes of the public;

2. that students must learn basic skills or competencies prior to graduation from high school, regardless of whether these competencies are acquired from participation in traditional school experiences or alternative experiences, or regardless of whether these experiences are under the supervision of school personnel or non-school personnel;

3. that, if local districts require students to pass basic skill tests prior to graduation, work experiences can be identified and such experiences can be structured that will enable students to acquire the desired competencies; and

4. that past experiences have shown that traditional educational programs have failed to provide positive educational experiences for all students and that permitting students to earn credit for participation in work experience programs does indeed serve to individualize instruction in order to meet the needs of youth.

On the other hand, opponents of the concept of awarding credit for work experience programs have expressed the following concerns:

1. that traditional graduation requirements are based on successful completion of an academic course of study, and to award credit for participation in work experience programs would only devalue the credibility of the high school diploma;

2. that the general public is deeply concerned primarily with students learning basic skills and that students should remain in a formal school setting in order to learn these skills;

3. that students have different learning styles, and it may be that a given student could have acquired the skills more readily in a traditional classroom setting; and

4. that since students receive compensation for participation in work experience programs, they should not receive academic credit in addition (p. 10-11).

Although there are hundreds of work experience programs in educational institutions, there are only five basic types of plans: (1) work observation plans, (2) general work experience plans, (3) work study plans, (4) cooperative occupational education plans, and (5)

internships and practicum. Each of these types of work experience plans gives school credit for the program, or as a part of the credit for another course (Mason, Haines and Furtado, 1981). Work experience in these programs is usually integrated with academic coursework. Academic credit earned through these programs serves as a formal record of training experiences.

Mason, Haines and Furtado (1981) described the five basic plans which utilize the work world as an educational experience:

1. Work Observation - In this plan the student observes work but does not perform tasks except to understand them. The student is not paid and the plan is usually only a few weeks in length at most. The work observation may be tied with a class in which occupational information is discussed.

2. General Work Experience - In this plan students perform tasks of the actual job and may or may not be paid. The plan is typically engaged in for general education values, including exploration of the work world. Duration of the plan is usually one semester or less. The plan has limited school supervision and usually no related classroom training.

3. Work Study - In this plan students work in school approved job situations and are usually paid and given academic credit. In-school classroom instruction is usually given prior to work experience and seldom tied in directly with the work experience. Duration of the plan is usually one semester or more.

4. Internship and Practicum - These terms are used to describe the work study plan at the post-secondary level.

5. Cooperative Occupational Education - In this plan occupational goals are based on students' career objectives. Selected training stations serve as occupational laboratories for correlated classroom instruction in school. Students are paid and academic credit is awarded. The plan utilizes consistent school supervision and the duration is typically at least one year (p. 82).

Personnel responsible for coordinating these programs utilize several methods for measuring student achievement and recording training experiences at the work place. The most common of these are: rating sheets for each school grading period, a step-by-step individualized training plan, discussions with the job sponsor and

observations of the training plan, during visitations (Mason, Haines and Furtado, 1981).

In work experience programs designed for credit, competencies to be learned are identified explicitly and individual students are evaluated in performance. The training experience can be closely controlled and the learning experiences have a specific purpose that is clearly identified and related to the individual's overall learning program. Experiences are carefully structured and designed to meet the student's needs. Various methods to assess achievement can be utilized to verify attainment of competencies as a result of work experience. Although there are clear advantages to work experience programs designed for academic credit, there are problems to consider. Each work site must be carefully analyzed to identify all competencies that might be learned in the experience so that the anticipated skills are in fact acquired. Management of the work experience includes attention to: (1) integration of the training experience into a total learning program, (2) site analysis, (3) identification of competencies that might be learned at the training site, and (4) the use of appropriate assessment technology. Accomplishing these tasks requires skill and time and may involve significant costs (U.S. Department of Labor, 1980b).

In successful work study programs success is generally measured by ability to keep youth in school. However, work experience and on-the-job training can provide a formal alternative structure for bringing young people into the labor market. There is evidence of greater effectiveness of this approach for young people who want to go to work. Through this training process young people can acquire a work record and references acceptable to employers (National Child Labor Committee and National Urban League, 1979).

A related method for granting academic credit for work experience is program evaluation for credit. In this model, a total program of work experience outside the local educational agency (work site plus other related activities), not the individual's attainment of competencies, is evaluated by experts for its ability to provide the opportunity for learning of competencies. Participants in the program are granted academic credit for having attended or pursued the work experience program for a certain length of time. For example, so many hours of participation may provide a specific number of Carnegie units (Jones, 1979; Nelson and Ujakowich, 1980; University of Wisconsin, 1980a; U.S. Department of Labor, 1980b).

Ellis (1978) noted that work experience programs at their best should incorporate reading, writing computation and employability skills that are necessary to a good education. In addition, relationships need to be developed which allow individuals to move between the education and work systems with convenience and without feeling that they are two unrelated worlds. This is not simply a matter of awarding some elective credit points for work experience. The National Urban Coalition (1978) has called for the establishment of a certification procedure for those youth who successfully complete employment and training activities.

DOCUMENTATION OF COMPETENCE

In addition to receiving academic credit for pursuing work experience designed for credit, there are a number of assessment techniques by documentation which are used for determining competencies derived from experience. Individuals who hold a current license required in a field, for example barbering or cosmetology, have a credential which represents evidence that particular competencies have

been mastered. Persons with credentials of this type may be able to receive comparable academic credit from state or local educational agencies (U.S. Department of Labor, 1980b). Employment requirements based on credentials when not abused, can be very useful and an economic way for employers to distinguish among job applicants. Credentials also serve as a useful guide to the training required for preparation for specific occupations (National Child Labor Committee, 1976).

Examinations may also serve to document competence for academic credit. Through examination, demonstration of general or specific subject matter information can be translated to secondary or post-secondary academic course equivalents. At the post-secondary level, commonly accepted tests are the College Level Examination Program (CLEP) administered by the Educational Testing Service (ETS); proficiency tests used in particular states; and tests developed by the military. Examinations prepared by faculty from a particular college department can be used, as well as faculty evaluation by indepth interview. At the secondary level, the General Education Development (GED) test is the most widely accepted examination. Performance evaluations are also used to assess the competency of individuals at performing certain tasks. This method utilizes experts to assess an individual's skill through observation (University of Wisconsin, 1980; U.S. Department of Labor, 1980b).

In addition to granting academic credit for equivalent credentials and by assessment through examinations of performance evaluations, academic course equivalents may be given for prior work experience. Letters of documentation which summarize and evaluate field experiences are often utilized in this process. Credit may be given in many cases for practical experience, either in paid employment or volunteer work,

where it is related to academic offerings. Courses and experiences given by the military and private business and industry have also been recommended for academic credit (Aiken, 1978). Some academic institutions help individuals develop a portfolio of evidence or documentation which faculty will review to determine if credit should be granted (University of Wisconsin, 1980b). The contents of the portfolio depend on the prior experiences of the student. The portfolio could include a journal kept by an employer or a work file.

Demonstration of competence, either by proof or performance, as a method of academic documentation for prior training experiences is particularly useful for older youth who may have been involved in activities where competencies were learned and for which academic credit may be awarded. Because this method relies heavily on individual assessment and previous experience it permits far greater focusing of current training on individual needs and skill levels. However, gathering evidence of learning requires the use of a variety of assessment techniques which may require sophisticated methodology and may be time consuming (U.S. Department of Labor, 1980b).

NONACADEMIC DOCUMENTATION OF FORMAL TRAINING EXPERIENCES

A vast amount of formal training is conducted which does not necessarily utilize academic credit as documentation of training experiences. For example, the Continuing Education Unit (CEU) was designed as a uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in noncredit continuing education (Marsh, 1976). This section of the literature review presents a discussion of the primary methods utilized to record formal training experiences of individuals pursuing training through the apprenticeship system, in the military, and in private business and industry.

The U.S. Department of Labor, National Apprenticeship Program (1976) defined apprenticeship, in its simplest terms, as training in industrial occupations that require a wide and diverse range of skills and knowledge as well as maturity and independence of judgement. It involves planned, day-by-day, on-the-job training and experience under proper supervision, combined with technical studies in subjects related to the trade. Most apprenticeship terms range from one to five years depending on the trade involved. The apprenticeship system, then has two key elements: (1) structured training on the job coupled with trade-related theoretical instruction and (2) a goal of acquiring all-around transferable skills useable in differing employment situations (Mitchell, 1981). Apprenticeship programs can receive public recognition by being registered with state apprenticeship agencies recommended by the Bureau of Apprenticeship Training, U.S. Department of Labor. Programs in states that have no apprenticeship agency can be registered with the Bureau.

Apprenticeship certificates are granted to individuals who have completed training programs by the Bureau of Apprenticeship and Training. Apprenticeship certificates are simply the formal statement that an individual has completed training in an apprenticeable occupation (Nelson and Ujakowich, 1980).

There are over 450 apprenticeable occupations, primarily in the skilled trades. An occupation recognized as apprenticeable by the Bureau of Apprenticeship and Training (1976) is one which:

1. is learned through experience and training on the job supported by related technical instruction.
2. involves manual, mechanical or technical skills and knowledge requiring a minimum of 2000 hours of work experience plus related instruction.
3. is practiced industry wide as an identifiable and distinct trade.
4. involves the development of skills broad enough to be applicable throughout an industry.
5. does not fall primarily into any one of the following categories: (a) selling, (b) managerial, (c) clerical, or (d) professional (p. 16).

The most current available data indicate a record breaking high of 395,000 registered apprentices receiving training during a single year. There were over 130,000 new apprentice registrations during this period. Major efforts are being undertaken to expand apprenticeship training into industries and occupations that have not been traditionally strong in apprenticeship. Currently over half of all registered apprentices (56 percent) are in the construction industries. Manufacturing accounts for approximately 20 percent while services and public administration account for only five percent each (Marshall, 1981).

To be registered by a recognized state apprenticeship council or by the Bureau of Apprenticeship and Training, each program must identify the standards it will follow to ensure uniform and effective training. The following standards related to training records were established by the National Apprenticeship Program (1976):

1. Work Processes - The standards must outline the work processes or specific tasks that an apprentice will be training in through supervised work experience or on-the-job training. They should specify how much time will be spent in each major process or division of the trade.

2. Progress Evaluation Records - The standards should show how the program will periodically review and evaluate the apprentice's progress in both job performance and related instruction. They should specify how appropriate records of each apprentice's progress will be kept.

3. Credit for Previous Experience - Under the standards apprentices should receive credit toward completion of apprenticeship for applicable work experience, training or demonstrated proficiency, with commensurate wages.

4. Recognition for Completion of Apprenticeship - Standards should provide for acknowledgement of successful completion of the apprenticeship with an appropriate certificate (p. 13).

Each apprenticeable occupational area utilizes these standards and guidelines for establishing their own standards. For example, the National Plastering Industry Joint Apprenticeship Trust Fund provides a monthly reporting system to the joint apprenticeship committee or local union. This system includes a monthly recording card to be filled out by the apprentice, showing the accumulated hours worked in each specific division of the trade, the days and months, plus other pertinent data to be filled out by either the superintendent, foreman or designated persons. The card is then mailed to the Joint Apprenticeship Committee or National Plastering Industry Joint Apprenticeship Trust Fund where the marks are transferred to a master chart (Bureau of Apprenticeship and Training, U.S. Department of Labor, 1975).

MILITARY APPROACH

Each of the branches of the Armed Services certifies servicemen and servicewomen in particular competencies. Their certifications awarded are known as military occupational specialties (MOS) in the Army and Marine Corps, ratings in the Navy, and specialty codes in the Air Force. In the Army alone there are over 450 MOSs, with up to five skill levels designated for each MOS. Every enlisted man or woman has an occupational designation which is the result of formal training (Nelson and Ujakowich, 1980).

Generally, the military provides training through classroom experiences and on-the-job training with competency measured by written or performance tests. The Military Personnel Records System allow for up-to-date, accurate and complete records of training to be maintained for individuals in the Armed Services throughout their careers. For example, the Air Force utilizes AF Form 623 to document training which:

> is designed to contain all pertinent information necessary for management personnel to use in making decisions and to reflect the current training history of an airman at any particular time. Supervisory personnel use the form to determine whom to recommend for upgrade action, to determine when qualification training is necessary, and to make assignment or recommend personnel for positions. The primary purpose of the form is training documentation. Through this documentation, the Air Force makes sure that an airman is trained in his or her specialty (AFS) to a particular standard, so that he or she can perform predictably. This form permits the recording of all upgrade training (UGT), lateral training, retraining conducted on-the-job and career development and formal courses completed. This form is also used to record qualification training (Air Force Regulation 50-23, paragraph 10-2, 1979).

Training records of military personnel are usually maintained at the lowest level of supervision having facilities for the storage and maintenance of forms. In most cases, back up copies are also maintained.

PRIVATE BUSINESS AND INDUSTRY APPROACH

Brandenberg (1981) noted that the types of training and the procedures for recording training experiences vary from one business organization to another depending on their needs and commitment to the training function. One key to the survival and growth of business organizations is the growth and efficiency of the work force. Training, therefore, is a major effort of most successful business organizations. In-house training takes many forms depending on the needs of the particular groups of employees.

Many organizations supplement on-the-job training with formal off-the-job training. Resources utilized outside the organization include trade and technical schools; correspondence courses; colleges, universities and other educational institutions; consultants; special programs and training packages (Johnson, 1976).

Marsh (1976) summarized the training procedures and records used in business and industry by size of organization. Organizations with fewer than 1,000 employees usually assign the training function to the personnel department or to an administrative assistant. Special courses are often offered and published material made available to employees upon request. The training records are often not very comprehensive. Medium sized organizations, with from 1,000 to 10,000 employees, usually have a training unit which develops or purchases course materials, enrolls employees in programs, and usually provides instruction and makes periodic evaluations. Promotional activity is often based on review of personnel files which include records of training. The organization of 10,000 or more employees is usually computerized and generally widely decentralized central and regional training schools often exist. Personnel files include a record of training.

The best single source of information about the employee is the personnel file which usually gives information about educational background and work experience. As time passes, the employee's file is updated to include additional education or training programs which the employee has completed. Large corporations such as the Hartford Insurance Company use comprehensive personnel systems which are constantly updated by line managers. The manager indicates training related changes on the appropriate form and submits it to the personnel department (Marsh, 1976).

In addition to personnel files, numerous large corporations, such as Pillsbury, maintain training records to meet federal regulations and for the management of the training function. For example, records are kept on participation in courses to ascertain how many and to what extent minorities and females enroll in training programs. Evaluation forms of all courses are also filled out by employees and maintained by the training department to assist other employees in determining what courses are relevant and worthwhile as well as serving as an individual's training record (Lawson, 1981).

CETA APPROACHES AND EXPERIENCES

The CETA system utilizes many methods to conduct training, including classroom and on-the-job training. This section of the paper presents an overview of the records related to training which are kept for individuals participating in the CETA system. In addition, sample CETA programs are presented which utilize the academic and nonacademic methods described previously in this paper to document training experiences.

TRAINING RECORDS

The U.S. Department of Labor, Employment and Training Administration (1980a), developed a Technical Assistance Guide which presents a CETA Model Participant Recording System. This Technical Assistance Guide provides administrators with a suggested system for keeping records of CETA applicants and participants which meets all federal regulations for records and data. There are nine forms in the participant recording system. Five of the forms are related directly to training records of the participant.

1. CETA Application Form - This form is used to collect information on all applicants to the CETA program. It contains related information on the applicant's citizenship status, educational background and work history.

2. Eligible Applicant Pool Card - This form records intake services to be provided to all eligible applicants including an assessment of which employment and training activities would be appropriate for the applicant.

3. Status Change Notice - This form is used to record the enrollment of the selected applicant, subsequent movement of the participant within CETA and termination. It originates upon enrollment, activity transfer, receipts of services, receipt of GED or academic credit or termination. This form enables the

prime sponsor to locate participants, compile data for federal and internal management reports and update the client tracking system.

4. Employability Development Plan - This form is used to develop an individualized plan of activities and services based on an in-depth assessment of the participant needs and desires. Although regulations require completion of this plan for Title II participants only, it is recommended that a plan be developed for participants in all programs.

5. Follow-Up Record - This form records the participant's post-participation activities (p. 5-6).

Operational record files containing these forms are maintained for participants as long as they remain active in CETA. This file is maintained at the intake site. The Master Participant Record File is the official file maintained at the prime sponsor's central record unit. It contains essential data on participants and former participants. Regulations require that prime sponsors retain all records for three years after a grant award has been closed out or after a grant has been audited, whichever comes first (U.S. Department of Labor, 1980a).

CETA AND ACADEMIC DOCUMENTATION OF TRAINING EXPERIENCES

Congress has passed legislation which encourages the awarding of academic credit for work experience. The Vocational Education Act of 1976 mandated that vocational programs in the public schools be evaluated by assessing planning and operational processes, the success of program graduates, and student achievement. The Youth Employment and Demonstration Project Act (YEDPA) of 1977 required secondary and post-secondary institutions to cooperate with CETA prime sponsors to reduce under- and unemployment among youth. One of the major obligations proposed cooperation related to the concept of awarding of academic credit for training and work experience programs (New York State Education Department, 1978). This requirement existed in spite

of the fact that the formal education system was not to be directly involved in providing nor in evaluating training (Hoyt, 1977). However, it was advised that training agencies and prime sponsors involve education personnel in a collaborative program.

The following guidelines were offered by the U.S. Department of Labor, Office of Youth Programs (1980) to structure a program for awarding academic credit for work experience. They are representative of the suggestions found throughout the literature. CETA prime sponsors and local educational agencies should:

1. agree upon the objective(s) of the learning programs of which the work experience will be a part;
2. agree upon the relationship of the identified competencies to local degree and diploma requirements;
3. identify specific learning outcomes or competencies that might be learned at the particular learning site;
4. establish for proper documentation of the experiences as a basis for awarding credit;
5. develop adequate measurement of identified learning outcomes or competencies (p. 45-46).

New York State has a comprehensive and representative system for awarding academic credit for work experience. At the secondary level, credit for work experience must be coordinated through the school. In-school youth enroll in either general work experience programs or cooperative occupationals and work experience programs and have assigned certified cooperative coordinators to conduct these programs. Experiences during employment that compare to competencies developed in classroom/laboratory instruction are accepted in vocational and technical education. Full time, out-of-school workers who wish to receive academic credit within one of the program areas of vocational resources and personnel in the local educational agency. Two kinds of

diplomas are available for out-of-school students desiring an alternative high school diploma. The high school equivalency certificate can be earned by passing the GED tests. The New York State External High School Diploma is awarded by a registered high school on the basis of a competency based assessment system. Written, oral and performance testing may be used in combination to verify credit. Such methods include the State Educations Department's Testing program, commercially available instruments, and the experienced classroom teacher's methods. Numerous opportunities exist at the post-secondary level and are readily available to youth served by CETA programs. The College Proficiency Examination Program and the Regents External Degree Program provide methods for earning credit through examinations. The Program on Noncollegiate Sponsored Instruction evaluates courses offered through businesses and other agencies for college credit. This program presents prime sponsors with an opportunity to have entire training programs evaluated. (New York State Education Department, 1978).

In York County, Pennsylvania CETA operated classroom training programs were initiated in eleven skill shortage occupations through the County Area Vocational Technical School. Basic remedial and vocational education is available to all trainees, as is GED tutoring and testing. Also in York County, Project 70001 operates with the help of the private sector, to aid high school dropouts in obtaining unsubsidized employment as well as the GED certificate (ADTECH, Inc., 1981).

In Banks, Oregon, CETA funds the Youth Career Opportunities Program for both in-school youth and dropouts. The out-of-school program provides educational experiences for the dropout. Through the local community college, staff organized a GED program and evening and summer

year associate of arts degree program (National Association of Counties, 1979).

CETA AND THE APPRENTICESHIP SYSTEM

Marshall (1981) reported that the apprenticeship system has increased and improved coordination of efforts between the apprenticeship community and CETA activities. A substantial number of references on the reauthorized CETA encourage consultation with the Bureau of Apprenticeship and Training regarding training in apprenticeable occupations. Bureau of Apprenticeship and Training staff membewrs have been assigned to work with CETA prime sponsors in developing cooperative relationships with apprenticeable programs. Many individuals who are interested in apprenticeship programs lack the knowledge, skills, and education needed to meet the requirements of apprenticeship selection committees. Various programs throughout the nation have been conducted to overcome such obstacles.

In Washoe County, Nevada, the Division of Employment and Training created a program titled, Apprenticeship Selection Qualifying Training. Persons interested in the program apply at the CETA Service Center. Participants benefit by being prepared to enter apprenticeship programs and improving their chances for successfully completing training. The program also benefits the unions and employers by providing them with reliable, motivated apprentices. helping them to expand their membership and labor force base, and helping them to meet affirmative action goals. Adult basic education and GED preparation are available for those who lack a high school diploma. The major objective of the classes is to prepare the individual to pass the apprenticeship examination. The local laborer's union provides a five week course in laborer's training to familiarize participants with job duties of a

vocational programs. Apprenticeship training programs, Job Corps and military are promoted and referrals made. Vocational training is provided through referrals to the CETA office (National Association of Counties, 1979).

Using a combination of classroom and skills training, a computer repair and maintenance training program, funded by CETA, was initiated in Prince George's County, Maryland. The training conducted through Control Data Institute includes almost 600 hours of instruction in computer electronics, math, and related subjects. All trainees are high school graduates or must have a GED. The CETA participants are integrated with Control Data Institute regular students, and remain in classroom training until they master the fundamentals. From there, they begin working with a computer (National Association of Counties, 1979).

Working with the Baltimore Public Schools, the Baltimore Metropolitan Manpower Consortium operates Harbor City Learning which offers young people who have dropped out of school the opportunity for viable work experiences and a realistic chance to earn a diploma or high school equivalency certificate. Every two weeks, the students move from the nontraditional classrooms to related work sites where they sample jobs in their chosen vocational clusters. At the post-secondary level, the Consortium and the Community College of Baltimore have developed a Middle College Program. The program provides students who have dropped out of high school, but possess adequate reading, language and math skills, the opportunity to combine part time work and entry level college courses with intensive academic instruction geared toward passing the high school equivalency test. Upon receipt of the high school equivalency diploma, Middle College students automatically matriculate into a one year certificate or two

laborer and the construction trades in general. Once this training is completed, CETA staff assist participants in applying to the appropriate apprenticeship training committees (National Association of Counties, 1979).

The Governor's Office of Employment and Training Administration in Santa Fe, New Mexico, initiated a similar Laborer's Training Program for construction workers. The program provides a way for participants to become qualified for further training as apprentices in various skilled crafts (National Association of Counties, 1979).

The Hampden County Manpower Consortium, Springfield, Massachusetts, works with International Union of Operating Engineers to conduct a Pre-Apprenticiship Training Program (1979). The program provides participants with an opportunity to accrue 1000 hours of apprenticeship credit and is the initial step toward completing the union's four year apprentice requirement. The Consortium also works with the local Carpenter and Painter's Union in another project which addresses the inner city problems of unemployment and deteriorating housing. Disadvantaged youth, under direct union journeymen supervision, perform carpentry and paint related repairs to carefully selected inner city homes. Work teams are comprised of the carpenter/painter supervisor, two pre-apprenticeship trainees and four maintenance aides. The pre-apprenticeship trainees, if they have perfomed well, are recommended for acceptence into further union training. As pre-apprenticeship slots become available, promising maintenance aides are "moved up" to pre-apprenticeship status (National Association of Counties, 1979).

The Multonomah-Washington CETA Consortium in Portland, Oregon has entered into a working agreement with VETS of Oregon, Inc., to provide carpentry training for veterans with the full cooperation of the

District Council of Carpenters. The Union was instrumental in developing the curriculum, providing trainers, and assisting the trainees to enter apprenticeship. The cooperative project enables the trainers to gain entry to the Carpenter's Union and its apprenticeship program. Time spent in the training program is recognized and accredited by the Carpenter's Union as time and points toward apprenticeship training (National Association of Counties, 1979).

CETA AND THE MILITARY

Some work has been done to analyze post World War II manpower research, policy and program development for peacetime of military manpower to civilian occupations. However, no literature was found which describes cooperative training efforts between CETA and the military.

CETA AND PRIVATE BUSINESS AND INDUSTRY

The purpose of Title VII of CETA, the Private Sector Initiative Program, is to demonstrate the effectiveness of a variety of approaches to increase the involvement of the business community in employment and training activities and to increase private sector employment opportunities for economically disadvantaged individuals (CETA Amendments, 1978). Many CETA funded programs are operated throughout the nation which enable individuals to work for private employers while pursuing education or training programs.

The Baltimore Metropolitan Manpower Consortium has established twelve Labor Market Advisory Committees comprised of members of the business and industry community to aid the prime sponsor in making decisions about what areas to train in and the structure of the training. The committees aid the prime sponsor by confirming the

demand for a given occupation, evaluating and monitoring training programs on a continuing basis, and suggesting proficiency standards for trainee certification and/or participating in the actual certification process (National Association of Counties, 1979).

In 1978, the Washtenaw County, Michigan CETA program established the Huron Valley Training Center. The Center, which is operated through a subgrant by Chrysler Learning, Incorporated, is a self contained training facility which replicates an industrial setting. A comprehensive employment package is offered including job search and retention skills as well as hands-on training for industrial occupations. The training package was developed with the assistance of an Employer's Council representing local industrial private sector employers (Michigan Department of Labor, 1979).

In cooperation with Dakota County, Minnesota CETA prime sponsors, Control Data Corporation implemented the Fair Break Learning Center to work with the most disadvantaged CETA clients. Fair Break utilizes PLATO, a computer based education system which is particularly useful with young adults who have not been successful with traditional educatiom methods. Basic skills are taught by PLATO with qualified staff assistance. Personal problems that related to vocational growth are resolved in small groups or one-to-one counseling sessions. The daily, full time program is nonresidential, and a client's average participation is three months. While training, clients work in unsubsidized employment at a local Control Data production site. Ninety percent of those who complete the training obtain their GED upon finishing the basic skills curriculum. Seventy-five percent get unsubsidized full time jobs and the remainder pursue vocational training (National Association of Counties, 1979).

To meet the growing need for entry level machinists in Orange County, California, the Orange County/Parker-Hannafin machinist Training Program was established. The program provides six months of classroom and on-the-job training in three machinist trades. The program is funded by the Orange County Manpower Consortium and operated by the Parker-Hannafin Corporation in a training facility outfitted and operated by the firm. CETA eligible participants referred through county assessment centers are hired as regular company employees. During the training period, instructors evaluate trainees monthly in twenty categories including safety, productivity, motivation, and ability to learn. There are no formal criteria for graduation. If students' attendance and safety records are adequate, they graduate at the end of the six month period. As a result of this model program the state division of apprenticeship standards was able to define and write apprenticeship standards for a new, two year apprenticeship program to train production machine set-up operators. Parker-Hannafin is currently operating one such program. Graduates of the CETA program may enter the apprenticeship program with up to three months of credit (National Alliance of Business, 1981).

In 1980, Computer Science Corporation, on the largest independent computer services companies in the world, entered into negotiations with the Sacramento, California CETA Private Industry Council to develop a three month course for key data entry operators. The firm conducts the training in its own facility and utilizes its own instructors and equipment. The Private Industry Council agreed to recruit, screen and test candidates for the program and pay them an allowance. The Computer Scienes Corporation has agreed to hire all graduates of the program who can operate the equipment at the level

which qualifies them as level one key data entry operators (National Alliance of Business, 1981).

Atlanta's Insurance Service Training Program (1981), is an eight month course which offers economically disadvantaged people an opportunity for professional careers in the insurance field. The course began in 1978 as a demonstration project under CETA's Skill Training Improvement Program. The curriculum developed by the Opportunities Industrialization Center of Atlanta, a national non-profit organization which offers employment and training services, with assistance from a technical advisory committee made up of representatives of the insurance industry. The Insurance Service Training Program prepares students for national examinations that certify trainees have acquired a basic knowledge of the insurance field (National Alliance of Business, 1981).

The programs described in this section of the review serve as examples of how CETA can work with other agencies, institutions, and organizations to provide training. In many cases, documentation of formal training experiences is evident. For the most part, however, documentation or recording of training experiences is initiated and/or required by the cooperating agency, institution or organization, not by CETA.

SUMMARY

Methods to account for success and accomplishments achieved from training programs are important to the trainees, the providers of training, and to prospective employers. There are hundreds of forms and a countless number of specific methods for documenting formal training experiences in both academic and nonacademic ways.

ACADEMIC DOCUMENTATION

Generally, academic documentation of training experiences is given for: (1) classroom training, (2) work experiences designed for credit, and (3) documentation of competence.

Documentation of training experiences conducted in the classroom may take different forms depending on the training agency or school. The methods used to assess student progress are generally the basis for awarding academic credit or certification which appears on a formal document (e.g., a transcript or diploma). The document represents completion of all or part of the training and in some cases degree of proficiency.

In work experience programs designed for academic credit, competencies to be learned are identified explicitly and individual students are evaluated on performance. Work experience in these programs is usually integrated with academic course work. A related method is program evaluation for credit. In this model, a total program of work experience outside the school, not the individual's attainment of competencies, is evaluated for its ability to provide the opportunity for learning of competencies. Academic credit received for completing these programs served as the record of training.

There are a number of assessment techniques by documentation which are used for determining competencies derived from experience. Examinations, either written or performance, are commonly used to document competence for academic credit. In addition, credit for prior work and life experiences may be given.

NONACADEMIC DOCUMENTATION

A vast amount of formal training is conducted which does not necessarily utilize academic credit as documentation of training experiences. Apprenticeship certificates are granted to individuals who have completed training programs approved by the Bureau of Apprenticeship and Training. Each approved apprenticeship program must identify the standards it will follow to ensure uniform and effective training.

Each of the branches of the Armed Forces certifies servicemen and servicewomen in particular competencies. Generally, the military provides training through classroom experiences and on-the-job training. The Military Personnel Records System allows for up-to-date, accurate, and complete records of training to be maintained for individuals in the Armed Forces throughout their careers.

Training is a major effort of most successful business organizations. Many organizations supplement on-the-job training with formal off-the-job training. Training procedures and records used in business and industry vary widely. However, the best single source of information about an employee is the personnel file which usually gives information about educational or training programs completed.

CETA APPROACHES AND EXPERIENCES

The CETA system utilizes many methods to conduct training, including classroom and on-the-job training. Most CETA programs utilize forms recommended or mandated by the U.S. Department of Labor to keep records for individuals participating in CETA programs. In addition many CETA programs cooperate with academic institutions, the apprenticeship system, and private business and industry to provide training. The documentation or recording of training experiences is usually initiated or required by the cooperating agency, institution or agency.

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*The references cited in this document and additional selected references are annotated in the following pages.

INTRODUCTION

Formal training experiences designed to prepare individuals for initial employment or to update skill levels for advancement are being provided to an increasing extent by agencies and institutions outside of the traditional public school setting. One of the major providers of such training is the CETA (Comprehensive Employment and Training Act) system. Operating outside of the traditional public school arena has created a need for CETA prime sponsors and their agents to accredit or keep a formal record of individual's training experiences.

The purpose of this document is to present a series of annotations that summarize documents related to the accrediting of training experiences. These documents represent a wide range of training and accrediting. Included are sources related to: 1) academic accrediting such as classroom training, work experience and competency assessment; 2) nonacademic accrediting such as in apprenticeship programs, military training, and in private business and industry; and 3) CETA system approaches used by a variety of Prime Sponsors and Program Agents.

The process utilized in the identification of items included in this annotated bibliography incorporated a broad array of sources and methods. Sources included the University of Illinois Library, the Library of Congress, the Employment and Training Administration Resource Center, the National Center for Research in Vocational Education, the East Central Curriculum Management Center, the Illinois State Board of Education, the U.S. Department of Labor, the U.S. Air Force, a number of labor unions, and a series of private industry training centers. In addition, several computerized information bases

were accessed. These included: Education Resource Information Center (ERIC), Public Affairs Information Service (PAIS) and Employment and Training Administration (ETA). The methods used in the search for pertinent documents included: computer searches, manual library searches, review of agency resource materials and files, and telephone and personal interviews.

The bibliography is comprised of technical reports, textbooks, journal articles, congressional testimony, final reports and conference presentations. For an analysis and synthesis of this bibliography the reader is referred to the beginning of this document entitled, Literature Review - The Accreditation of Training Experiences: Implications for Employment Training Programs.

Title: STIP I, CETA AND THE PRIVATE SECTOR

Author(s): Abt Associates, Inc.

Publisher: U.S. Department of Labor

Publisher Address: Washington, D.C.

Publication Date: 1979

Secondary Source: AN 80010632

Content Description: This report reviews operational experience for 15 local programs in the Skill Training Improvement Program (STIP) funded in 1977-78 under CETA to stimulate high-skilled, relatively long-term training for disadvantaged workers with special involvement of private employers. The report analyzes on a cross-site basis, how the projects were structured and their occupations selected; the nature and reasons for changes from initial plans; problems and procedures in recruitment and selection for eligible disadvantaged participants, and benefits, challenges, and problems resulting from the STIP experience.

Ratings: 1-1-1-1

Title: A GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS. 1978 SUPPLEMENT

Author(s): Aiken, Carol

Publisher: New York State Education Department

Publisher Address: Albany, New York

Publication Date: 1978

Secondary Source: ERIC #ED 167745

Content Description: Intended to be used in conjunction with the 1977 edition, this 1978 supplement contains descriptions and college credit recommendations for approximately 320 courses offered on the post-secondary level by thirty-eight noncollegiate organizations. An introductory section provides (1) background on the program on noncollegiate sponsored instruction, and its 1976 follow-up study to assess its impact in New York State, (2) a description of the review process, (3) question and answer sections for students and college administrators and faculty, and (4) directions for using the supplement. Section 1 describes and evaluates courses which have been reviewed since the publication of the 1977 guide. Introductory paragraphs are generally limited to organizations whose courses have not been previously included. Section 2 focuses on courses conducted by organizations under the Comprehensive Employment and Training Act (CETA). Section 3 contains modifications of previously evaluated courses which resulted from the program's regular re-review process.

Ratings: 3-2-3-2

Title: GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES. THE 1978 GUIDE. 1: AIR FORCE

Author(s): American Council on Education

Publisher: Publication Division, American Council on Education

Publisher Address: 1 Dupont Circle, Washington, D.C. 20036

Publication Date: 1978

Secondary Source: ERIC #ED 159431

Content Description: Post-secondary educational credit recommendations for formal courses offered by the Air Force and the Department of Defense are provided in this first of a three-volume guide. (Other volumes cover courses offered by the Army, and by the Coast Guard, Marine Corps, and Navy. See Note.) Following brief sections on use of the guide, the formal course exhibits are presented. Each exhibit contains such information as present and former course titles, course number, location where offered, length of course, objectives, description of instruction and subject areas covered, and credit recommendation. Credit recommendations are given in four categories: vocational certificate; lower-division baccalaureate/associate degree; upper-division baccalaureate; and graduate degree. The credit is expressed in semester hours. An appendix includes an outline on the historical development of the guide, defines the evaluation procedures used to prepare the recommendations, and includes definition and guidelines pertaining to categories of educational credit and the semester-hour standard. The concluding two sections are keyword and course number indexes.

Ratings: 3-3-3-0

Title: GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES. THE 1978 GUIDE. 3: COAST GUARD, MARINE CORPS, NAVY

Author(s): American Council on Education

Publisher: Publication Division, American Council on Education

Publisher Address: 1 Dupont Circle, Washington, D.C. 20036

Publication Date: 1978

Secondary Source: ERIC #ED 159433

Content Description: Post-secondary educational credit recommendations for formal courses offered by the Coast Guard, the Marine Corps, the Navy and the Department of Defense are provided in this third of a three-volume set. (Other volumes cover courses offered by the Army and by the Air Force. See note.) Also included are credit recommendations for Navy general rates and ratings (occupational categories in the Navy Enlisted Rating Structure). Following sections on the use of the guide, formal course and Navy rating exhibits are listed. Each course exhibit contains such information as present and former course titles, course number, location, length objectives, description of instruction and subject areas covered. Each Navy rating exhibit includes such information as official Navy title of the general rating, description of skills, knowledge and competencies for that rating, and recommendation for educational credit. Credit recommendations expressed in semester hours are given in four categories: vocational certificate, lower division baccalaureate/associate degree, upper division baccalaureate and graduate degree. The appendixes contain the following information: historical development of the Guide, which courses can be found in the Guide; description of the evaluation system for credit recommendations; and definitions and guidelines on the categories of education credit, the semester hour standard, background on Navy enlisted occupational fields and ratings, Naval occupational standards, and Naval standards; and Navy occupational title index.

Ratings: 3-3-3-0

Title: POLICY ISSUES IN INTERRELATING VOCATIONAL EDUCATION AND CETA. OCCASIONAL PAPER NO. 56

Author(s): Apker, Wesley

Publisher: The National Center Publications, The National Center for Research in Vocational Education

Publisher Address: The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

Publication Date: 1979

Secondary Source: ERIC #ED 1856710

Content Description: Vocational education programs cannot and should not serve all the population groups targeted by the Comprehensive Employment and Training Act (CETA). Rather, they should and must collaborate and cooperate with the manpower community. In order to do that, five major policy issues need to be dealt with: getting agreements to collaborate, prime sponsor and local education agency linkages, vocational education delivery system, education credit, and extended school days, facilities and teachers. Although there is a basis for collaboration, there must be someone to play the role of facilitator/catalyst. In the absence of pre-existing trust between CETA and vocational education, the development of a sense of shared interdependence is needed. Toward these ends, vocational education must examine and redefine the scope of responsibilities of the discipline, documenting the effectiveness and costs of current programs, while discarding those which are no longer useful. It also must gear itself to serve the needs of a rapidly aging population. Each student should have his or her own IEP (Individual Employment Program) developed, with the granting of academic credit for work experience as appropriate. The traditional school day must be extended, as must the settings in which vocational education can be offered. Inservice education for school personnel also is essential. Vocational education must respond to the demographic time bomb set to go off in 1995 by instituting systematic changes capable of accomodating these population shifts. Time is running out for the vocational education and manpower communities to work together voluntarily. (answers to nine questions from the audience of educational research and development personnel are appended).

Ratings: 3-3-2-3

Title: A VOCATIONAL EDUCATOR'S GUIDE TO THE CETA SYSTEM

Author(s): Atteberry, J. W. and Stevens, D. W.

Publisher: American Vocational Association

Publisher Address: 2020 North Fourteenth Street, Arlington, VA 22201

Publication Date: 1980

Content Description: This publication is written for the vocational educator who wants to know about the opportunities and incentives for establishing closer ties between local vocational education systems and activities authorized by CETA. Barriers to cooperative efforts exist which must be explored from the perspective of the vocational educator. This guide discusses the philosophical and organizational differences between vocational education and CETA, explains the CETA Amendments, and explores the strategies that can be used to overcome philosophical and structural differences in the two systems.

Ratings: 2-1-1-3

Title: ACADEMIC CREDIT FOR WORK EXPERIENCE IN MARYLAND

Author(s): Blank, Rolf

Publisher: National Association of State Boards of Education

Publisher Address: 526 Hall of the States, 444 North Capitol Street, N.W., Washington, D.C. 20001

Publication Date: 1979

Secondary Source: ERIC #ED 179748

Content Description: The state of Maryland is the subject of this case study on the awarding of academic credit in Local Education Agency (LEA) - Comprehensive Employment and Training Act (CETA) programs. Three focuses of the report are descriptions of the existing LEA-CETA programs in Maryland that award credit and the related local policies and practices, the barriers to awarding credit for LEA-CETA programs and identification of needed policies or actions at the state or local level that would facilitate awarding credit. The state-local relationship of CETA-LEA youth programs which are principally supported by funds designated under the Youth Employment and Demonstration Projects Act (YEDPA) is discussed in terms of four of the five CETA prime sponsors. The methods used by these programs for awarding academic credit can be roughly divided into three basic categories: program evaluation for credit, credit for prior experience and experience designed for credit. Following a summary of the issues in the awarding of academic credit and the barriers to program development and operation, local and state actions which have already been taken are presented. Further actions to improve design and delivery of services are suggested. The appendixes include assessment and evaluation materials and program outcomes data of the prime sponsor programs.

Ratings: 3-3-3-3

Title: OCCUPATIONAL ANALYSIS OF EDUCATIONAL PLANNING

Author: Braden, Paul V. and Paul, Krishan

Publisher: Charles E. Merrill Publishing Company

Publisher Address: 1300 Alum Creek Drive, Columbus, Ohio

Publication Date: 1975

Secondary Source: ERIC #ED 126339

Content Description: The book deals comprehensively with occupational analysis, which is defined as the means for identifying and organizing that part of instructional content which is relevant to targeted performance situations. Occupational analysis yields useful information for instructional needs and helps to determine critical performance aspects warranting inclusion in the instructional programs. Part 1 discusses the nature of occupational education and provides the conceptual background needed for planning for occupational education including data requirements for the planning process. Part 2 discusses the nature, techniques, and utility of occupational analysis. Reasons for and methods of job and occupational classification are presented. Appended materials include some definitions of job and task analysis, a review of the Comprehensive Employment and Training Act of 1973, a bibliography and a tabulation of the percent distribution of occupation employment by industry in 1969 and 1975.

Ratings: 1-2-2-2

Title: APPRENTICESHIP RESEARCH: EMERGING FINDINGS AND FUTURE TRENDS

Author(s): Briggs, V. M., Jr. and Foltman, F. F.

Publisher: Cornell University

Publisher Address: ILR Publications Division, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14853

Publication Date: 1981

Content Description: This volume is the product of a conference held in Washington, D.C., 1980, entitled "Apprenticeship Training: Emerging Research and Trends for the 1980's". This meeting was the third such meeting and was organized as a vehicle for the wider dissemination of federally funded research on apprenticeship. This meeting also brought to the forefront new issues and topics relevant to the formulation of public policy on apprenticeship such as "women and apprenticeship" and lessons from foreign apprenticeship systems.

Ratings: 1-1-2-1

Title: EFFECTIVE MECHANISMS FOR FACILITATING COORDINATION OF VOCATIONAL EDUCATION PROGRAMS WITH THE YOUTH EMPLOYMENT AND DEMONSTRATION PROJECTS ACT OF 1977

Author(s): Brower, Sally M.

Publisher: Conserva, Incorporated

Publisher Address: Raleigh, North Carolina

Publication Date: 1980

Secondary Source: ERIC #ED 185376

Content Description: A study was conducted to analyze effective mechanisms for facilitating coordination of vocational education programs with programs conducted by prime sponsors under the Youth Employment and Demonstration Projects Act of 1977. The project goal was to identify, describe and analyze such mechanisms and to disseminate the results to a nationwide audience. Over 140 programs with exemplary coordination mechanisms were nominated for the study. Analysis of these programs showed the following: vocational education involvement ranged from a limited contractual agreement to deliver services to a full partnership of vocational education and the prime sponsor in planning and service delivery; vocational skills training was made available to Comprehensive Employment and Training Act (CETA) youth on an extended day basis, in regular programs, and in alternative settings; and cooperative vocational education work experience models helped to facilitate the awarding of academic credit. Two regional workshops were held to convey results and provide participants with opportunities to discuss the problems and strategies for coordination. Workshop evaluation results supported the recommendation that state vocational education agencies and state employment and training councils use coordination funds to support similar small workshops in state and local areas. It was recommended that congress consider passage of a comprehensive youth education and employment act which rationally allocates responsibilities between education and prime sponsors.

Ratings: 1-2-1-2

Title: APPRENTICESHIP HANDBOOK FOR EDUCATORS

Author(s): California State Department of Education

Publisher: (Same as author)

Publisher Address: 721 Capitol Mall, P.O. Box 271, Sacramento, California 95802

Secondary Source: ERIC #ED 117398

Content Description: Intended primarily for educators participating in already established local apprenticeship programs, the handbook provides information on the laws and agencies of apprenticeship, its traditions and practices, and administrative alternatives implemented in various programs. Modern apprenticeship programs are defined as combining on-the-job training and related instruction in the classroom to help apprentices achieve competence in the technical and related aspects of their occupations. Ten chapters trace the essential components of apprenticeship program: (1) Why Apprenticeship? (2) Legislation for Apprenticeship, (3) Administrative Organizations, (4) Apprenticeship Committees, (5) The Local Apprenticeship Program, (6) Operation of Apprentices, (8) Selection of Teachers and Coordinators, (9) Industry's Role in Apprenticeship, and (10) Public Relations for the School Program. Approximately half of the document is taken up by appendixes which present: The Fitzgerald Act of 1937; The Apprenticeship Law in California; organization charts from the California State Departments of Education and Industrial Relations, California Community College, and the standards, rules and regulations from the California Administrative Code; sample forms for apprenticeship advisory committee meetings and apprentice ratings; California Plan for Equal Opportunity in Apprenticeship; and Digest of California Attorney General Opinions.

Ratings: 1-1-1-0

Title: THE EMPLOYEE DEVELOPMENT SPECIALIST CURRICULUM PLAN. AN OUTLINE OF LEARNING EXPERIENCES FOR THE EMPLOYEE DEVELOPMENT SPECIALIST

Author(s): Civil Service Commission, Bureau of Training

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1976

Secondary Source: ERIC #ED 147563

Content Description: The competency based modular curriculum presented here is designed to enable those who participate in the learning experiences to perform the tasks which constitute the five roles of the Employee Development Specialist (EDS): Career Counselor, Consultant, Learning Specialist, Program Manager, and Training Administrator. For each of these five roles, the plan has three components: (1) a short foreward, (2) an outline of the tasks and competencies basic to the role, and (3) two to ten learning modules. The modules are presented in four column correlated format and contain (1) tasks and competencies, (2) terminal behavioral objectives covering all the tasks and competencies, (3) suggested learning strategies (methods) for each terminal objective including on-the-job training, classroom training, and independent study, and (4) content for each terminal objective including prerequisites, subject material, materials, and resources. Finally, this curriculum plan concludes with a list of fifteen core competencies which are basic to all five roles. A list of resources cited in the learning modules is appended.

Ratings: 1-2-2-0

Title: COMPILATION OF SELECTED FEDERAL LEGISLATION RELATING TO EMPLOYMENT AND TRAINING. COMMITTEE ON EDUCATION AND LABOR, HOUSE OF REPRESENTATIVES, NINETY-SIXTH CONGRESS, FIRST SESSION

Author(s): Congress of the U.S., Washington, D.C., House Committee on Education and Labor

Publisher: (Same as above)

Publisher Address: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Publication Date: 1979

Secondary Source: ERIC #ED 174813

Content Description: A compilation of fourteen federal laws relating to employment and training is provided. The laws are as follow: Comprehensive Employment and Training Act of 1973, as amended; Full Employment and Balanced Growth Act of 1978 (Humphrey-Hawkins Act); National Apprenticeship Act; Reimbursement for Unemployment Benefits Paid on Basis of Public Service Employment, Title II, Part B, Emergency Jobs and Unemployment Assistance Act of 1974; Wagner-Peyser Act; Work Incentive Program, Title IV, Social Security Conservation Corps Act of 1970; Employment Opportunities for Handicapped Individuals Act; Excerpts from the Economic Opportunity Act of 1964; Older Americans Community Service Employment Act; Youth Employment, Title III, Part F, Elementary and Secondary Act of 1965; Work Study Programs, Title IV, Part C, Higher Education Act of 1965; and the Vocational Education Act of 1963.

Ratings: 0-0-1-1

Title: YOUTH EMPLOYMENT ACT OF 1979, PART 3: HEARINGS BEFORE THE SUBCOMMITTEE ON EMPLOYMENT OPPORTUNITIES OF THE COMMITTEE ON EDUCATION AND LABOR, HOUSE OF REPRESENTATIVES, NINETY-SIXTH CONGRESS, FIRST SESSION ON H.R. 4465 AND H.R. 4534 (NEW YORK, NEW YORK ON SEPTEMBER 17: PHILADELPHIA, PENNSYLVANIA, OCTOBER 20, 1979)

Author(s): Congress of the U.S. Washington, D.C. House Committee on Education and Labor

Publisher: Superintendent of Documents, U.S. Government Printing Office.

Publisher Address: Washington, D.C. 20402

Publication Date: 1979

Secondary Source: ERIC #ED 183782

Content Description: This is a report of hearings held in New York City on September 17, 1979 and in Philadelphia on October 29, 1979, on two Federal Youth Employment Bills: H.R. 4465 and H.R. 4534. H.R. 4465 proposes to combine immediate work and training opportunities with long term changes in the institutions and programs which serve young people. H.R. 4534, the Full Youth Employment Act, would establish a program of full employment, vocational training and placement for all young people, ages 16 to 24. Also discussed in this document is H.R. 4536, a bill which would extend the targeted job act credit to in-school youth who are between 16 and 18 years old and economically disadvantaged. Testimony is included from sixty-one individuals and groups including the following: (1) In New York City, representatives of the City Human Resource Administration, and the Department of Employment, New York State Division for Youth, and Community Council of Greater New York, the Youth Unemployment Coalition, All-Craft Foundation, and the People's Development Corporation; (2) in Philadelphia representatives of City Council of Philadelphia, Philadelphia Urban League, Area Manpower Planning Council, Education to Work Council of Philadelphia, Private Industry Council and Opportunities Industrialization Centers of America. Copies of the bills are not included in this third volume of the hearings.

Ratings: 0-0-1-1

Title: TRAINING AND DEVELOPMENT HANDBOOK: A GUIDE TO HUMAN RESOURCE DEVELOPMENT

Author(s): Craig, R. L.

Publisher: American Society for Training and Development

Publisher Address: Washington, D.C.

Publication Date: 1976

Content Description: Featuring the work of 59 top specialists, this book is an authoritative survey of the most important body of knowledge in the field of employee development and training. It is a practical guide ranging from how to select a staff, facilities and equipment to such sophisticated methods as role playing, gaming simulation, and computer-assisted instruction. This handbook not only meets the needs of those directly involved in training, but is useful, also, to any managers who are interested in improving employee performance.

Ratings: 1-1-2-0

Title: A FOUR STATE REGIONAL INSTITUTE FOR SELECTED ADULT, SUPPLEMENTARY AND VOCATIONAL EDUCATION DIRECTORS AND COORDINATORS. ADULT COORDINATORS HANDBOOK

Author(s): Department of Home Economics Education and Department of Industrial Education

Publisher: Iowa State University of Science and Technology

Publisher Address: Ames, Iowa

Publication Date: 1976

Secondary Source: ERIC #ED 129978

Content Description: This handbook, the outcome of the institute, gives abstracts of the major presentations by institute contributors intended to be helpful to administrators of adult supplementary vocational-technical education programs in administering, evaluating, and improving such programs. Presentations cover the topics of: full funding of education, needs assessment, vocational education staff development, resources and sources of curriculum development, adult supplementary implications of the Comprehensive Education and Training Act (CETA). Questionnaires, diagrams and other materials for use by administrators are also included.

Ratings: 1-1-1-0

Title: TRAINING: ON-THE-JOB TRAINING. AFR 50-23

Author(s): Department of the Air Force

Publisher: (Same as author)

Publisher Address: Headquarters, U.S. Air Force, Washington, D.C. 20330

Publication Date: 1979

Content Description: This regulation outlines policy and provides procedures to personnel who are responsible for planning, conducting, administering and managing the Air Force On-The-Job Training (OJT) Program. It explains the Dual Channel OJT Program, which is designed to produce highly competent technical personnel in a minimum amount of time; it explains when to enter airman into OJT; it lists and explains published control documents for planning and recording OJT.

Ratings: 2-1-1-2

Title: REPORT ON JOINT DHEW/DOL YOUTH EMPLOYMENT AND DEMONSTRATION PROJECTS ACT WORKSHOPS (DALLAS, TEXAS; SAN DIEGO, CALIFORNIA; BOSTON, MASSACHUSETTS; ATLANTA, GEORGIA; AND CINCINNATI, OHIO; DECEMBER 12, 1977 - JANUARY 20, 1978

Author(s): Dingle Associates, Incorporated

Publisher: (Same as Author)

Publisher Address: Washington, D.C.

Publication Date: 1978

Secondary Source: ERIC #ED 164817

Content Description: This report summarizes the major points and questions discussed at five regional workshops held to help the participants develop Local Education Agency (LEA) and Comprehensive Employment and Training Act (CETA) prime sponsor agreements as mandated by the Youth Employment and Demonstration Projects Act (YEDPA). The content is presented in five sections. The first, a summary report of the workshops, highlights the major concerns that were raised during the workshops. Section 2 consists of the following two workshop presentations: "YEDPA: Obligations and Opportunities for Education" and "Promoting Cooperation Among the Education and Employment and Training Communities Under YEDPA". Section 3 summarizes the four seminar sessions held concurrently at each workshop dealing with the areas of implementing YEDPA, Work Experience, career development, and academic credit. Section 5 lists the names of the workshop facilitators and presenters, while the last section presents a composite summary of the participants' evaluations from all five workshops.

Ratings: 3-3-3-3

Title: PAST, PRESENT AND FUTURE. DULL KNIFE MEMORIAL COLLEGE (INDIAN ACTION PROGRAM INC.)

Author(s): Dull Knife Memorial College

Publisher: (Same as author)

Publisher Address: Dull Knife Memorial College, Montana

Publication Date: 1978

Secondary Source: ERIC #ED 171439

Content Description: Five vocational training programs, as well as academic coursework, are offered on the northern Cheyenne reservation by Dull Knife Memorial College. Accreditation is granted through Miles Community College, 110 miles away, and through this school students may earn associate in arts or associate in applied science degrees. Certificates are awarded to those completing the vocational programs in agriculture, building trades and welding. Each program seeks to make its students fully employable in its respective trade. The reestablishment of a CETA business occupations program offering secretarial, clerical and other office related skills is anticipated.

Ratings: 3-2-3-3

Title: ACADEMIC CREDIT FOR CETA SPONSORED TRAINING PROGRAMS

Author(s): Educational/CETA Linkage Project

Publisher: Illinois State Board of Education

Publisher Address: Springfield, Illinois

Publication Date: 1980

Content Description: This concept paper developed by the Educational/CETA Linkage Project at the Illinois State Board of Education discusses two fundamental problems regarding academic credit: 1) Should local educational agencies award academic credit for CETA sponsored training programs and 2) What is the best way to facilitate the awarding of credit by local education agencies? The awarding of academic credits for participation in alternative work experience programs has become a very controversial issue and the pros and cons are presented against a backdrop of the history of problems and the sociology of the problem.

Ratings: 3-3-3-3

Title: VOCATIONAL EDUCATION AND FEDERAL PRIORITIES, OCCASIONAL PAPER #47

Author: Ellis, John

Publisher: National Center Publications, The National Center for Research in Vocational Education

Publisher Address: Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

Publication Date: 1978

Content Description: In this presentation, Dr. Ellis emphasizes the strong demand for schools to improve and extend the benefits of education to groups that have been bypassed historically: minorities, women, handicapped persons, people of limited English-speaking ability, and the poor. He discusses the relationship among local, state and federal governments, assesses how each is meeting its separate responsibilities and suggests directions they might take in the future. His advice to vocational educators is to provide greater flexibility in programs, to take a more active role in job planning and job development and to redefine "vocational education" in order to determine how it fits into the broader picture of education, training and work.

Ratings: 1-1-1-2

Title: THE NATIONAL APPRENTICESHIP PROGRAM

Author(s): Employment and Training Administration

Publisher: (Same as author)

Publication Date: 1976

Secondary Source: ERIC #ED 138730

Content Description: A brief explanation of the national apprenticeship program is presented primarily in terms of the more important policies and the role of government in this system of training. Ten sections are included: (1) What Is Apprenticeship? (2) Why Is Apprenticeship Important? (3) What Can Apprenticeship Do? (4) How the National Apprenticeship Program Operates, (5) Basic Standards of an Apprenticeship Program, (6) Information on Laws and Regulations Affecting Apprenticeship, (7) Veterans' Training Allowances, (8) Where Apprentices Are Employed, (9) Where to Apply, (10) Apprenticeable Occupations. The section on apprenticeable occupations constitutes the majority of the booklet. Ninety-four basic trades classifications not final or all inclusive, the list of occupations are those that meet the criteria for apprenticeable occupations and which are included in programs registered with State apprenticeship agencies or the Bureau of Apprenticeship and Training. Each basic trade classification includes the customary term of apprenticeship, in years, and a code number(s) from the "Dictionary of Occupational Titles". Appended are lists of Bureau of Apprenticeship and Training regional offices and State and territorial apprenticeship agencies, and The National Apprenticeship Act, (as amended).

Ratings: 1-1-2-2

Title: COMPREHENSIVE EMPLOYMENT AND TRAINING ACT OF 1973. JOB CORPS HEALTH PROGRAM. A WORKING DOCUMENT FOR STANDING ORDERS. PART 1. STANDING ORDERS FOR HEALTH PERSONNEL

Author(s): Employment and Training Administration (DOL)

Publisher: (Same as author)

Publisher Address: Washington, D.C. 20402

Publication Date: 1977

Secondary Source: ERIC #ED 152997

Content Description: Developed as the first of a two-part supplement to technical supplement Q for standing orders (TS-Q), this handbook of standing orders was designed to help health personnel at Comprehensive Employment and Training Act (CETA) Job Corps Health centers meet the federal requirements that each center have a set of written standing orders on how to provide health services to corps members.

Ratings: 0-0-0-0

Title: NATIONAL APPRENTICESHIP AND TRAINING STANDARDS FOR EMERGENCY MEDICAL TECHNICIANS

Author(s): Employment and Training Administration

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1978

Secondary Source: ERIC #ED 163200

Content Description: Developed jointly by several professional organizations and government agencies, these national standards depict the essential skills, knowledge, and ability required of certified emergency medical technicians (EMT) to provide optimal prehospital care and transporation to the sick and injured. Topics covered include definitions of terms EMTs encounter often in work; entrance requirements for the EMT apprenticeship; length of apprenticeship; the agreement all trainees must sign; duties of a supervisor; probationary period; hours of work; how wages are determined; how the number of apprentices in a given program is determined; what type of work experiences will be encountered; an explanation of examinations concerning work, drill and training records; the responsibility of apprentices; how instruction relates to grades and credit; grievance procedures; safety instruction; modification of standards; administration; training committees; consultants; and credit for previous experience. The appendixes comprise the bulk of the document and include the following: Appendix A contains performance objectives and a course content outline for EMT ambulance (EMT A) apprenticeship; Appendix B contains performance objectives and outlines for course modules, clinical training, course content and training program for EMT paramedic (EMT P) apprenticeship; and Appendix C describes clinical and field internships. A list of state and regional apprenticeship agencies and training offices is also included.

Ratings: 0-2-2-1

Title: NATIONAL APPRENTICESHIP AND TRAINING STANDARDS FOR VENDING MACHINE MECHANICS

Author(s): Employment and Training Administration

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1978

Secondary Source: ERIC #ED 164892

Content Description: This booklet contains national standards for apprentices in vending machine mechanics. The main topic of the booklet, Provisions of Standards, includes the following: definitions of terms used in the booklet, apprenticeship qualifications, a statement on equal opportunity employment, explanation of probation, hours of work, credit for previous experience, safety and health training, responsibilities of apprentices, related instruction, ratio of apprentices to journeymen, apprenticeship agreement, continuity of employment, resolving training problems, certificate of completion, local apprenticeship and training committee, consultants to the committee, registration information, apprentice wages, and modification of standards. Appendix A, work processes, lists the specific training skills that will be taught and how many hours will be spent on each for level 2 and 3 apprentices. Appendix B explains the recommended minimum apprentice wage scale. Sample agreements for apprentice and employer and for apprentice and joint apprenticeship committee are shown. Addresses are included for Bureau of Apprenticeship and Training Regional Offices and for the State and Territorial Apprenticeship Agencies.

Ratings: 0-1-2-0

Title: PROPOSAL FOR MANPOWER TRAINING CERTIFICATE PROGRAM

Author(s): Eppely, George; Mackie, Laurence

Publisher: Cuyohoga Community College

Publisher Address: Cleveland, Ohio

Publication Date: 1979

Secondary Source: ERIC #ED 175521

Content Description: Cuyahoga Community College has proposed to create a manpower training program, within its lifelong learning institute, that will offer academic and practical courses in all aspects of Comprehensive Employment and Training Act (CETA) planning, administration and operations for CETA program staff. The program is to be organized around a set of core modules which provide a basic introduction to CETA and manpower programming. After completing the core, each participant may select a specific area from the following tracks: Planning and Evaluation, Administration, or Operations. In addition to these modules and optional courses in accounting, composition or other related areas (all of which carry continuing education units), all participants are required to complete an in-service internship with a prime sponsor. The faculty of the program consist of general college and special institute instructors and part-time, manpower professionals. The admissions procedure will differ depending on the participant's background, and participants will be assigned to a counselor who will work out a training program consistent with their interests and experience. Appendixes to this proposal contain the module roster and description; schedules of modules leading to certificates in manpower planning, manpower administration and manpower operations; and a diagrammatic representation of the program.

Ratings: 1-2-3-1

Title: THE KNOWLEDGE DEVELOPMENT PLAN OF THE OFFICE OF YOUTH PROGRAMS: IMPLICATIONS FOR VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT, OCCASIONAL PAPER NO. 63

Author(s): Ganzglass, Evelyn

Publisher: National Center Publications, The National Center for Research in Vocational Education

Publisher Address: The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

Publication Date: 1980

Secondary Source: ERIC #ED 190874

Content Description: Using a "Knowledge Development Plan" prepared as a blueprint, the Office of Youth Programs of the Department of Labor has undertaken various demonstration projects and large-scale evaluation and complementary research studies. The office is experimenting with alternative employment and employability development approaches for economically disadvantaged youth, in and out of school. One of the first objectives of the knowledge development activities was to develop a standard set of assessment measures and thereby establish a uniform data base across a wide variety of program stratagies being tested. Baseline data have provided insight into important relationships between school and working. The finding that the skills, competencies, and behaviors that constitute employability are acquired incrementally has led to the notion of benchmarking. If acquisition of employment related attributes is sequential, then program structure must be sequential. Research is being directed to gaining insights into structuring elements in programs such as Comprehensive Employment and Training Act (CETA) programs. Other focuses are gaining private sector access, testing of alternative work-oriented programs to prevent dropping out and provide incentive for return to school, linkages between CETA and local educational agencies, and institutional change that Youth Employment and Demonstration Projects Act (YEDPA) legislation can bring about. (Questions and answers are appended.)

Ratings: 1-2-2-2 1/2

Title: YEDPA: OBLIGATIONS AND OPPORTUNITIES FOR AMERICAN EDUCATION

Author(s): Hoyt, Kenneth B.

Publisher: Office of Career Education (DHEW/OE)

Publisher Address: Washington, D.C.

Publication Date: 1977

Secondary Source: ERIC #ED 154165

Content Description: Responsibilities of the formal education system in the collaborative effort among various parts of the Department of Labor, community based organizations and the formal education system called for the Youth Employment Demonstration Projects Act (YEDPA) of 1977, are addressed in this paper. Its basic thesis is that, as education discharges its obligations under YEDPA, a series of opportunities for needed basic structural changes in education will inevitably emerge. To defend this thesis, obligations of the formal education system found in the YEDPA legislation are specified, youth needs to be met by the collaborative effort involving the education system are listed, and a series of opportunities for basic educational change growing out of methods required to meet education's obligations are identified. Opportunities discussed include the following: to plan and implement ways of utilizing the broader community in the educative process; to learn about and implement new ways of awarding academic credit; to provide diversified educational opportunities of students within the framework of an integrated educational system; to enhance and protect freedom of career choice; and to relate educational experiences to later lifestyle activities of youth.

Ratings: 3-3-3-3

Title: LEA/CETA: COLLABORATION FOR CAREER EDUCATION. (A SERIES OF FIFTEEN MINI-CONFERENCES)

Author(s): Hoyt, Kenneth; and others

Publisher: Office of Career Education (DHEW/OE)

Publisher Address: Washington, D.C.

Publication Date: 1979

Secondary Source: ERIC #ED 178744

Content Description: The series of fifteen mini-conferences reported here involved Local Education Agency (LEA) and Comprehensive Employment and Training Act (CETA) representatives from a sample of communities in examination of LEA/CETA collaboration. This report gives the results--what transpired--as noted by the conferences' conductor, Kenneth Hoyt, in the form of reconstructed questions and answers, main points of discussion and capsule accounts of how the LEA/Prime Sponsor agreement (as mandated by the Youth Employment Training Program (YETP) of CETA) was working in the respective community. A list of issues raised by the participants is included in the report while each conference report gives the few major concerns from the participants' own lists that were actually discussed and what they need to know about CETA. Hoyt notes that (1) there are common threads of concerns; (2) there are no basic problems raised to which multiple solutions had not already been found by some set of communities; and (3) it is amazing how rapidly and well communities made the LEA/Prime Sponsor agreements work.

Ratings: 1-2-2-3

Title: VOCATIONAL ACADEMY. AN ALTERNATIVE VOCATIONAL TRAINING MODEL, MAY 1, 1980, TO SEPTEMBER 30, 1980. A RESEARCH MONOGRAPH

Author(s): Huerta, John L. and others

Publisher: Behavioral Sciences Center

Publisher Address: Fort Lauderdale, Florida

Publication Date: 1980

Secondary Source: ERIC #ED 192067

Content Description: This document contains four research papers of the Vocational Academy (VA) project which researched alternative forms of Vocational Education to impact on CETA (Comprehensive Employment and Training Act) eligible participants. (The innovative approach developed incorporated a career ladder concept in skills training.) Preceeding them are a discussion of the project, flowchart of the model program developed, and two sythesizing analyses of abstracts. Section 1 is entitled, An Alternative Method of Training for Health Career Occupations: The VA Approach. It contains a literature review, field visit report, and recommendations for VA (sample career ladders and competency-based curriculum.) Section 2 is the report, The VA Approach to the Electronics Industry in Broward County. It overviews electronics, reports on field visits, makes recommendations, and discusses curriculum, career ladders and teaching approach. Appendixes include a sample career ladder, preliminary curriculum, glossary and manual for incoming students. Section 3 is the report, Academic Remediation for Electronics Training: A VA Perspective. It contains a literature review, Section 4, Performance Assessment of Electronics Trainees, briefly examines two kinds of testing most relevant to the target population - (1) teacher constructed paper and pencil tests and (2) judging procedures, products, and performance.

Ratings: 1-1-1-2

Title: WORK EXPERIENCE AND ACADEMIC CREDIT: ISSUES AND CONCERNS. INFORMATION SERIES NO. 166

Author(s): Jones, Joan and others

Publisher: National Center Publications, The National Center for Research in Vocational Education

Publisher Address: Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

Publication Date: 1979

Secondary Source: ERIC #ED 172024

Content Description: Designed to assist local education agency representatives and prime sponsors of the Comprehensive Employment and Training Act (CETA) programs in initiating and implementing awarding of academic credit for work experience, this report reviews the issues evolving from the Youth Employment and Demonstration Projects Act of 1977. Three major sections are contained in the report: (1) regulatory and policy aspects of academic credit for work experience, which discusses local laws, regulations and policies affecting work experience programs and the awarding of credit; (2) the work experience section which relates learning in an out-of-school setting and efforts required to encourage the development of work experience competencies; and (3) the academic credit section which presents concerns regarding accrediting and assessment and possible future directions. These three sections provide an overview of the concerns surrounding work experience for youth and academic credit for such work experience. Recommendations are made to help local schools and CETA prime sponsors to provide youth with the success possible through credited work experience. The appendixes contain a series of models for awarding academic credit and a compilation of information from six selected states.

Ratings: 3-3-3-3

Title: PROGRAM ACTIVITY/TRAINING PLANS. STIP II (SKILL TRAINING IMPROVEMENT PROGRAMS ROUND II)

Author(s): Los Angeles Community College District

Publisher: (Same as author)

Publisher Address: Los Angeles, California

Publication Date: 1979

Secondary Source: ERIC #ED 197765

Content Description: Detailed operational guidelines, training objectives, and learning activities are provided for the Los Angeles Community College District's Skill Training Improvement Program (STIP II), which are designed to train students for immediate employment. The first of four reports covers Los Angeles Southwest College's computer programming trainee program, providing a plan for instructional methods, evaluation procedures, learning activities, specific training objectives, a Student Occupational Advisory Group (SOAG), and recordkeeping. The second report offers guidelines for Los Angeles Trade-Technical College's automatic vending machine, electronics, machine operator, and welding programs. While the bulk of this section outlines the training objectives, learning activities, and instructional materials used for each of these occupations, information is also provided on instructor certification, diagnostic testing, training goals, lesson plans, student evaluation, recordkeeping, coordination of staff, student stipends, and the internal monitoring and data collection required under the college's contract for Comprehensive Employment and Training Act (CETA) funds. The final two activity plans are for Los Angeles Valley College's computer and machine operations programs, detailing procedures for student diagnosis and evaluation, training objectives and activities, books and supplies, SOAG role, and recordkeeping.

Ratings: 2-1-2-2

Title: NATIONAL APPRENTICESHIP AND TRAINING STANDARDS FOR GLAZIERS AND GLASSWORKERS. REVISED

Author(s): Manpower Administration, Bureau of Apprenticeship and Training

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1976

Secondary Source: ERIC #ED 139920

Content Description: Intended to provide a uniform pattern for use by employers and labor representatives in setting up and operating effective apprenticeship programs for glaziers and glassworkers; guidelines are listed under the following headings: Definitions, qualifications for apprenticeship agreement, probationary period, apprentices' wages, credit for previous experience, hours of work, supervision of apprentices, coordinator of apprenticeship, consultants, accident prevention, adjusting differences, work experience, certificate of completion and modification. Guidelines are also provided for adapting the national standards to local use. These include suggestions on formation of a local joint apprenticeship committee, duties of local committees, responsibilities of apprentices, and assistance from cooperating agencies. Federal laws and regulations affecting the employment and training of apprentices are summarized. Appendix A contains work process schedules for glaziers and glassworkers, provided as examples of the type of work experience and training (stated in number of hours for various subcategories) considered necessary to develop a skilled and productive worker in the two categories. Also appended are examples of apprenticeship recordkeeping forms; a model affirmative action program; and a list of regional offices of the Bureau of Apprenticeship and Training.

Ratings: 2-1-2-0

Title: COOPERATIVE OCCUPATIONAL EDUCATION AND WORK EXPERIENCE IN THE CURRICULUM

Author: Mason, R.E.; Haines, P.G.; and Furtado, L.T.

Publisher: Interstate Printers and Publishers

Publisher Address: Danville, Illinois

Publication Date: 1981

Content Description: This is a comprehensive textbook about work experience programs. Areas covered include the strategy of aims and goal inputs, the structure of curriculum patterns, the system of instruction and coordination, and the application of the systems approach. A description of procedures utilized to record and evaluate on the job training experiences is also included. Key concepts in each chapter are highlighted; samples of forms and tables are presented; and relevant pictures are interspersed to make this text a very useable guide.

Ratings: 1-1-2-3

Title: EDUCATIONAL GOVERNANCE AND YOUTH EMPLOYMENT ISSUES, VOLUME II

Author(s): Meyers, Russell W.; and others

Publisher: National Association of State Boards of Education

Publisher Address: 526 Hall of the States, 44 North Capitol Street, N.W., Washington, D.C. 20001

Publication Date: 1979

Secondary Source: ERIC #ED 179747

Content Description: This second volume of a report on Comprehensive Employment and Training Act (CETA) Education collaboration focuses on educational governance and employment issues. Part I outlines the education governance structure as it exists at state and local levels. Since the primary focus on public education at the elementary and secondary school levels, the governance of higher education (The Vocational Education System and Community College) is described, but in less detail. The four most common forms of state governance structure are identified as well as some less common forms. It is concluded that these "models" reflect variations in answers to the questions of how the Chief State School Officer (CSSO) and the State Board of Education (SBE) members are selected and what the structural relationships between the governor, SBE, and the CSSO are. Part II gives detailed information on the role of the different levels (state and local boards) in setting the standards in specific issue areas and providing the framework for them to be carried out. Using extensive charts recently published (1978) by the National Institute of Education, a state-by-state analysis is given of four issues: curriculum, guidance and counseling, secondary school graduation requirements and educational personnel certification standards.

Ratings: 1-0-2-0

Title: PARTNERS: CETA, EDUCATION, YOUTH

Author(s): Minnesota State Department of Education

Publisher: State of Minnesota, Documents Section

Publisher Address: Room 140 Centennial Building, St. Paul, Minnesota 55155

Publication Date: 1979

Secondary Source: ERIC #ED 182422

Content Description: Developed to assist educators and Comprehensive Employment and Training Act (CETA) representatives understand each other and work together, this document is divided into three major areas: issues, deeds, and dreams. The section on issues examines common areas of concern to CETA and Education. Topics include a historical perspective of education and employment, the workings of the CETA and Education systems, the relationship between education and training, and credit for work experience. The systems (CETA and Education) are compared in discussions of two other issues - funding and support services. The section on deeds gives examples of successful youth programs in Minnesota. These twenty programs reflect cooperative CETA-Education efforts. Intended to stimulate new programs or to modify existing efforts, the final section on "dreams", deals with deeds of the future. Groups of Dreams (possible programs) of the program planners are discussed. Sixteen program development possibilities under the CETA amendments are also outlined. Appendixes include Minnesota-specific and general information on CETA.

Ratings: 3-3-3-3

Title: CETA: MANPOWER PROGRAMS UNDER LOCAL CONTROL

Author(s): Mirengoff, William and Rindler, L.

Publisher: National Research Council's Committee on Evaluation of Employment and Training

Publisher Address: Washington, D.C.

Publication Date: 1978

Content Description: This volume is the final report of a study conducted by the National Research Councils Committee on Evaluation of Employment and Training Programs to examine the differences between CETA Title I programs and their predecessors, and compares legislative goals with results. It also examines the impact of public service employment programs on the structurally oriented programs of Title I and the degree to which the primary objective of Title VI - creation of new jobs - is achieved.

Ratings: 1-1-1-1

Title: COLLEGE CREDIT FOR WORK EXPERIENCE: POSSIBILITIES FOR CETA FUNDED EMPLOYEES

Author(s): Mishler, Carol; Fredrick, Dennis

Publisher: Journal of Studies in Technical Careers; V2 N3 P602-08, Sum 1980

Publisher Address: School of Technical Careers, Southern Illinois University at Carbondale

Publication Date: 1980

Secondary Source: ERIC #EJ 227165

Content Description: Information gathered from interviews of 55 CETA funded workers suggests that much of their work experience may potentially qualify for credit at the college or technical school level.

Ratings: 3-3-1-3

Title: PRIVATE SECTOR INITIATIVE PROGRAM (PSIP) BULLETIN

Author(s): National Alliance of Business, U.S. Department of Labor

Publisher: (Same as author)

Publisher Address: 1015 Fifteenth Street, N.W., Washington, D.C. 20005

Publication Date: 1981

Content Description: This March 30, 1981 Bulletin is one of a series of on-going publications which highlights successful private sector/CETA training programs. Included in this Bulletin are six programs which are similarly described with type of program, contact persons, major program goals and distinctive features, number of people trained/enrolled, cost per person, funding level of program and sources of funds, program description, and a problems/progress section.

Ratings: 2-1-1-2

Title: CETA WORKS, A SELECTION OF PROGRAMS

Author(s): National Association of Counties

Publisher: (Same as author)

Publisher Address: 1735 New York Avenue, N.W., Washington, D.C. 20006

Publication Date: 1979

Content Description: The National Association of counties solicited CETA prime sponsors nationwide to send success stories representative of their CETA operations. This is a compilation of various models from 28 states.

Ratings: 1-1-1-1

Title: CETA-EDUCATION COLLABORATION ISSUES IN THREE STATES, VOLUME I

Author(s): National Association of State Boards of Education

Publisher: (Same as author)

Publisher Address: 526 Hall of the States, 444 North Capitol Street, N.W., Washington, D.C. 20001

Publication Date: 1979

Secondary Source: ERIC #ED 179746

Content Description: Task force activities in three states regarding Comprehensive Employment and Training Act (CETA) and education collaboration activities on three policy issues are summarized. Focus is on three specific issue areas in three states: academic credit for work experience (Maryland), educational components of CETA (Louisiana), and administrative requirements of CETA (Minnesota). The six-step collaborative process used in each state is outlined: problem identification, goal-setting, establishment of time frames, group seeks information, constituency input, and progress report. The specific activities are described together with corresponding outcomes. In addition, the report presents an overview of the governance structure of the education community at the state level and of educational governance of specific CETA-Education issues in each of the project states. The information found in the appendixes amount to one-half of the report, includes summaries of copies of the products developed by each state (policy statements, state board of education resolutions, position papers, reports, and handbooks) and organization charts and directories of key contacts in the education, employment and training governance structure in the three project states.

Ratings: 3-3-3-3

Title: RITE OF PASSAGE: THE CRISIS OF YOUTH'S TRANSITION FROM SCHOOL TO WORK

Author(s): National Child Labor Committee

Publisher: (Same as author)

Publisher Address: 145 E. 32nd Street, New York, NY 10016

Publication Date: 1976

Secondary Source: ERIC #ED 138709

Content Description: Current high unemployment and underemployment for all youth, and particularly for youths from poor and minority families, led to this study on the crisis of youth's transition from school to work. The study was conducted in four phases: a review of the literature and interviews with work-force experts to identify issues and alternatives; an analysis of the data and opinions gathered and the preparation of a background paper; a critical analysis of that paper; and the preparation of a position paper on youth employment containing specific policy and programmatic recommendations for both short and long-term policies. The 16 recommendations are presented as a group and then substantiated individually in discussions of (1) the background of work and labor practices, (2) the labor market, including the current job situation, credentialism, child labor laws, and labor market data and information, (3) preparation for work, including education, vocational education in the high schools, post-secondary vocational education, career education, youth manpower programs, evaluation of the Comprehensive Employment and Training Act (CETA) and linkages, and (4) federal involvement in dealing with these issues.

Ratings: 1-2-2-1

Title: A GUIDE FOR ESTABLISHING AND EVALUATING SYEP WORKSITES

Author(s): National Child Labor Committee

Publisher: U.S. Department of Labor, Employment and Training Administration

Publisher Address: Washington, D.C.

Publication Date: 1978

Content Description: This manual presents information and guidance for developing sound work experiences for young people in the SYEP. It contains material on identifying community needs, sources of information for program development, and ways to identify and evaluate worksite agencies. This material provides support to, but does not replace, early planning and design activities by the staff.

Ratings: 1-0-1-3

Title: A MANUAL FOR SUPERVISORS IN SYEP

Author(s): National Child Labor Committee

Publisher: U.S. Department of Labor, Employment and Training Administration

Publisher Address: Washington, D.C.

Publication Date: 1980

Content Description: This guide for supervisors in the Summer Youth Employment program provides information as to its objectives and procedures, expectations and work rules, and some suggestions for improving supervisory techniques. The job of a supervisor is multi-faceted and this manual helps to prepare him/her for the role with step by step instructions.

Ratings: 1-1-1-1

Title: A MANUAL FOR TRAINING SUPERVISORS IN SYEP

Author(s): National Child Labor Committee

Publisher: U.S. Department of Labor, Employment and Training Administration

Publication Date: 1980

Content Description: This manual was designed to help develop a program to train supervisors for the Summer Youth Employment Program. It contains guidelines and suggestions for determining training needs, designing the training program, preparing to teach, training techniques and aids and evaluation.

Ratings: 2-1-1-0

Title: CATALOG OF CETA GOVERNOR'S GRANTS PROGRAMS AND ACTIVITIES VOLUME II

Author(s): National Governor's Association, Employment and Vocational Training Program

Publisher: (Same as author)

Publisher Address: Hall of the States, 444 N. Capital Street, Washington, D.C. 20001

Publication Date: 1981

Content Description: During the 1980s, the Employment and Vocational Training Program (EVTP) of the National Governor's Association conducted a nationwide survey of the states for the purpose of compiling an information base on Governor's grant activities authorized under CETA. A companion report (Volume I) entitled, Overview 80: Governor's and CETA, was published simultaneously with this Catalog and presents a broad brush description of the intended utilization of Governor's grants in the states with special emphasis on the organizational administering of funds. This volume (Volume II) concentrates on the programmatic use of Governor's grant funds in each state through a catalog of program descriptions. Included are brief summaries of the programs/activities planned for implementation in each state. The compilation of these programs is intended to provide state and federal policy makers with a profile of Governor's grant activities. It is expected that the descriptions will be useful to practitioners in the employment and training system as well.

Ratings: 1-1-1-1

Title: COMMUNITY EDUCATION-WORK COUNCILS AND CETA SCHOOL COLLABORATION UNDER YEDPA. PREPARED FOR THE WORK EDUCATION CONSORTIUM CONFERENCES ON ENHANCING EDUCATION WORK TRANSITIONS FOR YOUTH: THE COMMUNITY COLLABORATION APPROACH

Author(s): National Manpower Institute

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1978

Secondary Source: ERIC #ED 167768

Content Description: This report reviews legislatively mandated linkages between prime sponsors and Local Education Agencies (LEA) in providing employment, education and training for youth. Senate and house bills for continuation and revision of the Comprehensive Employment and Training Amendments (CETA) of 1978, which incorporates YEDPA, are discussed. Highlights are presented from a series of Department of Health, Education and Welfare/Department of Labor workshops for prime sponsors and representatives of LEAs to provide information and to encourage collaboration on all projects authorized under YEDPA. Participants' views on implementing collaboration, career development, work experience, and academic credit are reported. Various examples are provided to demonstrate the work-education consortium council's involvement in assisting CETA/LEA collaboration, involvement with LEAs and involvement with CETA Prime sponsors.

Ratings: 3-3-2-3

Title: THE WAITING WORKFORCE: TOWARD A NATIONAL YOUTH DEVELOPMENT POLICY

Author(s): National Urban League and National Child Labor Committee

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1979

Content Description: This document faces the problems of youth unemployment, school drop-out and push-out rates and what can be done now to save our youth from future joblessness, poverty and despair. A new and different approach is recommended which takes into consideration the unmet needs of youth, the cost to the nation and the general economic and social well-being of all Americans. Proposals for the Administration, the Congress and for public and private action are suggested and new directions in National Youth Policy are described. The proposed National Youth Development System is outlined along with barriers to youth employment, the limit to education, and job creation for youth.

Ratings: 1-0-1-1

Title: CERTIFICATION: EXISTING CERTIFICATES AND A PROPOSAL FOR CETA. FINAL REPORT, SEPTEMBER 1979 THROUGH FEBRUARY 1980

Author(s): Nelson, Valerie I.; Ujakowich, Robert A.

Publisher: Department of Urban Studies and Planning

Publisher Address: Cambridge, Massachusetts

Publication Date: 1980

Secondary Source: ERIC #ED 194815

Content Description: This report presents results of a study addressing two questions: (1) the role of certificates, licenses, diplomas, and other credentials in a decentralized vocational education system of public and proprietary schools, community colleges, union apprenticeships, the military, and correspondence schools and (2) the role that certification can play in the CETA (Comprehensive Employment and Training Act) system. The first section discusses functions of certification, describes various post-secondary vocational certificates and their requirements, and presents evidence of the role of certification in training programs and the labor market. It concludes with a description of reform efforts, such as increased attention to basic skills and work attitudes in training, certificate standardization, research on predictive validity of certification instruments, and development of new tests and tools to document skills. The second section shows how the lessons of certification can be applied to CETA. A certification process for CETA is recommended which includes a national prototype one-page skill record for use by local trainers; an exploration of use of national standardized competency-based tests of specialized skills, work habits, and basic skills with national minimum passage standards; and the establishment of a full-time placement office for each prime sponsor to market both graduates and tests/training standards.

Ratings: 3-3-3-3

Title: GUIDE FOR AWARDING ACADEMIC CREDIT UNDER THE YOUTH EMPLOYMENT AND DEMONSTRATION PROJECTS ACT. FOR PRIME SPONSORS, COOPERATING AGENCIES, AND EDUCATIONAL INSTITUTIONS

Author(s): New York State Education Department

Publisher: (Same as author)

Publisher Address: Albany, New York

Publication Date: 1978

Secondary Source: ERIC #ED 154241

Content Description: This guide provides information about the available opportunities in New York State for youths to earn credit toward both high school diplomas and college degrees for competencies gains in the Comprehensive Employment Training Act (CETA) training and work experience programs as provided by the Youth Employment and Demonstration Act (YEDPA). The introduction presents an overview of who is responsible for awarding credit, the YEDPA challenge to move in new directions, secondary school programs, alternative high school diplomas, and post-secondary programs, including a chart listing available secondary and post-secondary programs in New York State. Part 1 on awarding academic credit for work experience at the secondary level discusses cooperative occupational education programs, the general work experience program, training and work experience in general education courses, the high school equivalency diploma program, and the external high school diploma program. Awarding academic credit for work experience at the post-secondary level is discussed in part 2 and includes information on credit by examination programs, the regents external degree program, the program on non-collegiate sponsored instruction, and college programs that credit work experience. A discussion of advisement services and a summary conclude this booklet.

Ratings: 3-3-3-3

Title: IMPACTS OF YEDPA ON EDUCATION/CETA RELATIONSHIPS AT THE LOCAL LEVEL. FIVE CASE STUDIES. OFFFICE OF YOUTH PROGRAMS SPECIAL REPORT NUMBER 1, 1978

Author(s): Office of Youth Programs

Publisher: Department of Health, Education and Welfare

Publisher Address: Washington, D.C.

Publication Date: 1978

Secondary Source: ERIC #ED 159408

Content Description: Five Comprehensive Employment and Training Act (CETA) local education employment related services were reviewed. A Summary of the reviews found that (1) the Youth Employment and Demonstration Projects Act (YEDPA) has contributed to improved CETA communications with the public schools; (2) YEDPA provides opportunities for the education and employment/training communities to have substantial impact on the quality of education and training for youth; (3) the cooperativeness of previous relationships, community size, and degree of prior preparation contributed to CETA/LEA program development; (4) lack of time for comprehensive program planning affected most sites; (5) the Youth Employment and Training Programs (YETP) reaches students who would not othewise be served, (6) program regulations hinder broad exposure of youth to private sector job opportunities; (7) school requirements (such as credit, scheduling, etc.) deserve more attention; and (8) most school and prime sponsor officials felt more money was required to meet deserving youth needs.

Ratings: 1-2-1-1

Title: COMPUTERIZED TRAINING RECORD SYSTEM

Author(s): Ohio Bureau of Employment Services

Publisher: (Same as author)

Publisher Address: Ohio

Publication Date: 1977

Content Description: This guide was designed specifically for use by the personnel of the Ohio Office of Staff Development in the maintenance of training records for the Bureau of Employment Services. This example of a computerized system for keeping track of training records provides a good model for comparison or initiation of such a system.

Ratings: 1-2-2-0

Title: AREA-WIDE PLANNING IN CETA, SECOND PROGRESS REPORT

Author(s): Ohio State University CETA Study

Publisher: The Ohio State University

Publisher Address: Columbus, Ohio

Publication Date: 1978

Content Description: This is a second report in a series that focuses on planning for Title I of CETA at the prime sponsorship level. The central objectives of the research are 1) to describe Title I planning systems that have emerged; 2) to relate the features of planning systems to contextual factors; and 3) to explore the links between Title I planning systems and program performance. Six CETA prime sponsors are described and analyzed in detail in the body of the report.

Ratings: 1-0-1-0

Title: APPRENTICESHIP AND YOU

Author(s): Ontario Ministry of Colleges and Universities

Publisher: (Same as author)

Publisher Address: Toronto, Canada

Publication Date: 1978

Secondary Source: ERIC #ED 165009

Content Description: This booklet on Ontario (Canada) apprenticeship programs describes regulated and non-regulated trades in the following four categories: (1) construction, (2) industrial, (3) automotive power, and (4) service. The introductory section covers what apprenticeship is, educational requirements, credits for academic and skill achievements, finding an employer, and certification. The remainder of the booklet covers from thirteen to twenty-one trades within each of the four trade categories and for each trade includes the following: education requirements, length of training program, minimum wages, duties and skills, and other information (includes dates that regulation and certification became effective). Some representative trades included under each of the four categories respectively are as follow: (1) brick and stone mason, construction boilermaker, electrician, general carpenter, and lineman; (2) general machinist, mold maker, tool and die maker, chemical plant operator and pattern maker; (3) alignment and brakes mechanic, farm equipment mechanic, motor vehicle mechanic, service station attendant, and small engine mechanic; and (4) baker, barber, dry cleaner, hairdresser, and butcher. A list of miscellaneous non-regulated trades is attached.

Ratings: 2-1-3-1

Title: ASSESSING THE NEEDS OF CETA PRIME SPONSOR STAFFS IN PENNSYLVANIA. FINAL REPORT. VOCATIONAL-TECHNICAL EDUCATION RESEARCH REPORT: VOLUME 17, NUMBER 21.

Author(s): Pennsylvania State University, University Park, Division of Occupational and Vocational Studies

Publisher: Pensylvania State Department of Education, Bureau of Vocational and Technical Education

Publisher Address: Harrisburg, Pennsylvania

Publication Date: 1979

Secondary Source: ERIC #ED 178731

Content Description: With the primary goal to enhance the degree of cooperativeness between CETA (Comprehensive Employment and Training Act) and Vocational Education in Pennsylvania, CETA "prime sponsor" staffs were surveyed in a study to determine (1) general staff background and information; (2) types of educational and noneducational experiences; (3) perceived training needs; and (4) present relationship with local education agencies. The project also involved identifying competencies for inclusion in the preservice vocational education training program and improving the working relationship between vocational education and CETA sponsor staffs. Procedures included survey of CETA sponsor directors and survey of staff to assess training needs. As can be seen from the detailed tabulation and breakdown of data in the half of the report devoted thereto, there was a definite interest in training, expressed by a vast majority, while CETA staff background characteristics (average age - 32; 87% college attenders; average length of CETA employment - 2.94 years) seem to indicate a population ready for training programs. Since CETA and Vocational Education staff training programs share similar and parallel information and training needs, information obtained from the study could serve to develop CETA staff training for delivery by Vocational Education Institutions, and could be included in Vocational Education Training programs to enhance the educator's understanding of CETA.

Ratings: 1-1-2-0

Title: INDUSTRIAL EDUCATION AND CETA WORK TOGETHER: A CASE STUDY

Author(s): Peterson, Sterling D.

Publisher: Journal of Career Education V6 N4 P336-38 Jun 1980

Publisher Address: University of Missouri, Columbia, Missouri

Publication Date: 1980

Secondary Source: ERIC #ED 231566

Content Description: A CETA-funded project provided job training for disadvantaged youth through the rehabilitation of a house. Program benefits included providing building trades experience which will lead to longtime employment opportunities; providing educational experiences for credit towards high school graduation; and community improvement through the house's rehabilitation.

Ratings: 3-3-2-3

Title: TENNESSEE VOCATIONAL EDUCATION ARTICULATION PROJECT: FINAL REPORT

Author(s): Petry, John R; and others

Publisher: Memphis State University

Publisher Address: Memphis, Tennessee

Publication Date: 1978

Secondary Source: ERIC #ED 170575

Content Description: As a result of the concern for knowledge about the problems students face in achieving their educational goals, a study was conducted to answer two questions: "To what degree is articulation working in Tennessee?" and "What do our constituents say should be done to establish the process for effecting articulation?" Opinions regarding vocational education articulation were solicited in various surveys; general (secondary and post-secondary school personnel), institutional (secondary school principals and post-secondary administrators), student (post-secondary and Comprehensive Employment and Training Act (CETA) student employees), and vocational program (CETA personnel). The data gathered led to several conclusions: (1) students in post-secondary vocational education programs felt they had received effective guidance, while these same students felt they had not received effective guidance while in high school; (2) there is a lack of formal articulation between institutions; (3) standardized course and program objectives have not been widely used; (4) students were awarded credit for competency, previous course work, work experience, and military experience on a very limited basis; (5) there should be more involvement of employers in curriculum planning and development; and (6) the state department of education should assume a larger responsibility in effecting articulation. (Survey instruments, correspondence, data presentation, and a bibliography are appended.)

Ratings: 3-2-2-0

Title: TRENDS AND ISSUES IN VOCATIONAL EDUCATION: IMPLICATIONS FOR VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT. OCCASIONAL PAPER NO. 46

Author(s): Petty, Reginald E.

Publisher: National Center Publications, The National Center for Research in Vocational Education

Publisher Address: The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

Publication Date: 1978

Secondary Source: ERIC #ED 171939

Content Description: Examining the trends and issues in vocational education, this speech focuses on the historical basis for vocational education, the current situation in vocational education, vocational education in the 1980s, the role of vocational education in economic development, and research related to these topics. Issues which are curently being discussed in Congress, industry and education are listed along with current problems affecting the success of vocational education in the area of transition from school to work. The implications for vocational education research are presented in the following four questions: (1) what economic impact does vocational education have? (2) does the training one receives in vocational education make a smoother transition from school to work? (3) how well are current vocational education programs doing? and (4) can vocational education help solve problems relating to welfare, crime, health, urban and rural development. Included is a question and answer series relating to the Bakke Decision, unemployment, inflation, the youth employment and development project, competency-based testing, career centers, and area vocational-technical schools.

Ratings: 1-1-1-1

Title: CETA/YEDPA EDUCATION POLICY. ISSUES AND RECOMMENDATIONS. A NASBE REPORT

Author(s): Prentice, Dinah

Publisher: National Association of State Boards of Education

Publisher Address: 526 Hall of the States, 444 N. Capitol Street, N.W., Washington, D.C. 20001

Publication Date: 1979

Secondary Source: ERIC #ED 179716

Content Description: This report represents the work of a national task force on Youth Employment Policy convened to identify and address the basic educational issues generated by the Youth Employment and Demonstration Projects Act (YEDPA), part of the Comprehensive Employment and Training Act (CETA). It is organized around the broad problem areas of concern to the group, representatives from education associations and federal agencies. Major topics are (1) educational credit for work experience; (2) governance issues; (3) career guidance and counseling; (4) program development for special populations; (5) school facilities, personnel, and public service employment; and (6) private sector, manpower, and education agencies. Priorities are assigned to the issues raised, and then the task force's recommendations are made for the federal, state and local levels. The recommendations could be summarized as needed for collaboration at all levels between education, employment and training agencies; program assessment and identification of exemplary programs; and technical assistance to both existing and potential programs. Information in the appendixes, amounting to one-half of the report includes a list of task force members, program fact sheets on CETA and YEDPA, and charts addressing the six major concerns which give problem statements and suggested responses at the federal, national association, state and local agency levels.

Ratings: 3-3-2-3

Title: PROCEEDINGS OF A CONFERENCE ON THE ROLE OF EDUCATION IN RE-INDUSTRIALIZATION OF THE UNITED STATES

Author(s): Sniegoski, S.J.

Publisher: U.S. Department of Education

Publisher Address: Washington, D.C.

Publication Date: 1980

Content Description: This paper documents the follow-up of a conference entitled, "Technology Assessment and Occupational Education in the Future" held on April 29, 1979 in Chicago. "The Role of Education in the Re-Industrialization of the United States" begins by pointing out economic problems of the United States - inflation, unemployment, lagging productivity, decreasing capitol investment - that demand a national program of re-industrialization, that is the revitalization of America's productive capacity. Occupational and vocational education must play vital roles in this undertaking by 1) becoming a partner with the private sector to develop a trained, employed and productive workforce, 2) by assisting in re-industrializing the United States at every juncture of this process and 3) by becoming an integral part of the economic development strategies of states, regions and local jurisdictions.

Ratings: 1-0-1-0

Title: THE EVALUATION OF EXPERIENTIAL LEARNING: GUIDELINES FOR EVALUATORS CONCERNING GRADUATE STUDENT EVALUATION. REVISED

Author(s): Southwest Educational Development Lab

Publisher: (Same as author)

Publisher Address: Austin, Texas

Publication Date: 1977

Secondary Source: ERIC #ED 154040

Content Description: Central Michigan University's experiential learning program and the guidelines for awarding academic credit are described. Graduate students may apply for college credit on the basis of relevant skills which have been acquired as a result of their occupational, military, and personal experiences. The evaluators judge the student's application to determine the number of credits awarded, and the student's advisor decides which credits will apply to particular areas of his or her curriculum. The experiential learning must normally have taken place within seven years of the date of application. Credit is not granted for learning that parallels a previous college course for which credit has been granted. Job experience must involve significant growth that parallels collegiate experience. The maximum amount of experiential learning credit awarded is usually ten hours. These credit hours are usually evenly divided between practical experiences and learning or skills resulting from coursework or training. Three to four years of community work or 1 1/2 to two years of job experience are generally considered sufficient for one credit hour of experiential learning. Procedures for ducumentation of learning, verification of the student's portfolio, and appeal of the evaluator's judgement are briefly described.

Ratings: 3-3-1-3

Title: PROJECT LINK-FOUR: PRE-VOCATIONAL EDUCATION FOR ADULTS THROUGH COMMUNITY LINKAGES

Author(s): Stedman, Deborah S.

Publisher: Texas University

Publisher Address: Austin, Texas

Publication Date: 1979

Secondary Source: ERIC #ED 183790

Content Description: The Texas Adult Performance Level (APL) Project Link-Four implemented a curriculum based on functional competencies at four sites (Austin, Texarkana, Texas City, and Abilene) and formed linkages with local organizations involved in Adult Vocational Education. The concept on which the project was based was that a set of prevocational skills, plus a set of vocational competencies, would better prepare adult students in their daily lives. Prevocational students involved in the project were clients of CETA (Comprehensive Employment and Training Act Titles I, II and III), the Texas Rehabilitation Commission, and the Texas Department of Human Resources, as well as students completing their high school diploma or GED (General Education Development) tests as prerequisites for vocational training. Instruments used to assess student needs and interests were the Student Interest Survey; the Test of Adult Basic Education Reading, Level M; The Adult APL Survey; and the Self-Directed Search. A survey (pre-voc) was also developed to assess students' reactions to APL materials after exposure to the curriculum. The report presents analyses of data on student needs and interests, a third-party evaluation of the project, and recommendations for successful implementation of educational linkage projects. (Appendixes include APL training materials, individual career planning form, and sample pre-voc survey and APL interview forms.)

Ratings: 1-1-2-2

Title: TOWARD A FEDERAL POLICY ON EDUCATION AND WORK

Author(s): Stern, Barry E.

Publisher: Superintendent of Documents, U.S. Government Printing Office

Publisher Address: Washington, D.C. 20402

Publication Date: 1977

Secondary Source: ERIC #ED 151579

Content Description: Aspects of the relationship between education and work (career education) for youths and adults and directors for future federai policy in this area are identified in this document. The problems that youths face in making a successful transition from school to work are examined, including knowledge of the labor market, self-knowledge of abilities and attitudes, occupational socialization, certifying competencies, and assistance in finding work and developing job seeking skills. Effectiveness of current programs in addressing these problems is also discussed. It is suggested that the Vocational Education Act or the Comprehensive Employment and Training Act (CETA) be amended to effect the provision of school-based placement services and establishment of state career information systems. It is also contended that federal activities in the areas of certification of competencies, occupational socialization and self-knowledge of abilities and aptitudes fall within the categories of research and development or technical assistance and training and could be funded under current discretionary authority and budget levels.

Ratings: 1-0-1-3

Title: YOUTH PERSPECTIVES: EMPLOYABILITY DEVELOPMENT PROGRAMS AND THE WORLD OF WORK

Author(s): The National Urban Coalition

Publisher: U.S. Department of Labor

Publisher Address: Washington, D.C.

Publication Date: 1978

Content Description: This pamphlet summarizes the findings and conclusions of the National Urban Coalition's (NUC) four regional youth employment seminars it held in 1978, under a contract from the U.S. Department of Labor. The seminars were designed to obtain the views of young people, nearly all of whom were participants in youth employment and training programs. Their ideas ranged from improvement in the management of existing programs to alteration of national policies. Out of these seminars NUC recommended a series of modifications in the employment and training programs for young people. Of the highest priority is the need to reexamine the role of the private sector to foster a greater involvement.

Ratings: 1-0-1-1

Title: BASIC EDUCATION IN MANPOWER PROGRAMS: THE R & D EXPERIENCE

Author(s): U.S. Department of Labor

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1975

Content Description: This report relates the experience of contractors with the Manpower administration in providing adult basic education to manpower program clients in research and demonstration projects. This report covers the activities of more than a decade and makes plain the critical need for improving the academic skills of the individuals for whom these legislative acts were designed. Summary of findings of several experimental projects provided.

Ratings: 1-1-1-0

Title: A MONITORING AND ASSESSMENT PLAN FOR THE YOUTH EMPLOYMENT AND DEMONSTRATION PROJECTS ACT OF 1977

Author(s): U.S. Department of Labor, Employment and Training Administration, Office of Youth Programs

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1977

Content Description: This monograph discusses an evaluation and assessment system for Youth Employment and Demonstration Projects.

Ratings: 1-0-1-1

Title: CETA: MANAGEMENT INFORMATION SYSTEM PROGRAM, TECHNICAL ASSISTANCE GUIDE: CETA CLIENT TRACKING SYSTEM

Author(s): U.S. Department of Labor, Employment and Training Administration

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1980

Content Description: One purpose of this guide is to assist prime sponsors to keep records on amounts of time CETA participants spend in CETA activities. A second purpose is to set efficiency of Sponsor Client tracking systems. Forms and samples of record system.

Ratings: 1-1-1-0

Title: CETA: MANAGEMENT INFORMATION SYSTEM PROGRAM, TECHNICAL ASSISTANCE GUIDE: CETA MODEL PARTICIPANT RECORDKEEPING SYSTEM

Author(s): U.S. Department of Labor, Employment and Training Administration

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1980

Content Description: This technical assistance guide provides prime sponsors with a suggested model system for keeping records of CETA applicants and participants. The system focuses on a decentralized organization with a central record unit in the prime sponsor office and an intake site managed by a sub-recipient.

Ratings: 1-0-1-0

Title: YOUTH KNOWLEDGE DEVELOPMENT REPORT: LINKAGES BETWEEN THE EDUCATION AND EMPLOYMENT AND TRAINING SYSTEMS, VOLUME I

Author(s): U.S. Department of Labor

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1980

Content Description: This volume provides basic information on the linkages achieved under the Youth Employment and Demonstration Project Act (YEDPA) and the lessons which will be of critical importance in implementing youth policies for the 1980s. It first presents basic technical assistance, documents and conference reports focusing on Education/CETA linkages and what they have accomplished. It then looks at the vocational education/CETA connection and focuses on the use of post-secondary institutions and particularly minority colleges. While suggestive of the many problems which must be addressed, these various studies document the progress in finding innovative and productive linkages between the CETA and education systems.

Ratings: 1-1-1-0

Title: EMPLOYABILITY DEVELOPMENT PLANNING AND IMPLEMENTATION

Author(s): U.S. Department of Labor, Employment and Training Administration

Publisher: Washington, D.C.

Publisher Address: Washington, D.C.

Publication Date: undated

Content Description: This handbook deals with the essentials of employability development planning so that the client and counselor by working together, can improve the client's opportunity to secure gainful employment. It states in concise terms the short range and long range goals, and the steps necessary for achieving goals. The steps include training, remedial and other services.

Ratings: 1-1-1-0

Title: QUESTIONABLE NEED FOR SOME DEPARTMENT OF LABOR TRAINING PROGRAMS: REPORT TO THE CONGRESS

Author(s): U.S. General Accounting Office

Publisher: (Same as author)

Publisher Address: Washington, D.C.

Publication Date: 1978

Secondary Source: AN 78017350

Content Description: This report points out the problems in two programs administered by the Department of Labor under CETA of 1973 - the Apprenticeship Outreach Program. This review was made to determine if these two programs are effectively enhancing the employment opportunities of economically disadvantaged minority groups. Because employment opportunities in construction industry have declined, there is a new policy shift due to the fact that reported placements showed that more than half were in nonapprenticeship jobs. Therefore, according to the Secretary of Labor, the Apprenticeship Outreach Program should be eliminated in favor of less costly alternatives. Also suggested was the need to re-evaluate the National On-the-Job Training Program and to terminate contracts that were not achieving program objectives. Insufficient oversight and evaluation by the Department of Labor contributed greatly to the problems in these programs, as did Labor's neglect in following up with former program participants. Suggestions for the need for improved administration were included.

Ratings: 1-1-1-0

Title: COLLABORATION IN EXPERIENTIAL EDUCATION: A PROFILE OF PARTICIPANT EXPECTATIONS

Author(s): Wasson, Louise E.; and others

Publisher: National Center Publications, The National Center for Research in Vocational Education

Publisher Address: The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

Publication Date: 1979

Secondary Source: ERIC #ED 185326

Content Description: To identify motivations and expectations regarding experiential education programs, a study interviewed 143 individuals from five participant groups. High school students, program coordinators, secondary principals, employers/sponsors, and parents involved in eighteen experiential programs in four states (Ohio, California, Florida, and Massachusetts) were interviewed. Programs ranged from alternative schools which offered optional community activities to service learning programs, to Comprehensive Employment and Training Act (CETA) Youth Programs. Although some students were paid and some received academic credit, all programs offered young people the opportunity for a structured learning experience in a workplace setting. Results of the interview data revealed seven areas of conflicting expectations: pay, recruitment, support for programs, quality of learning, graduation credit for experiences, creation of placements, and appropriate scheduling. Although respondents generally expressed positive attitudes, each constituency brings to program participation a unique set of problems and needs. Learners and their parents are convinced of the value of experiential education; employers/sponsors are also, as long as organizational efficiency and productivity are not compromised; and school administrators are interested in experiential education as a means of addressing building problems and community expectations.

Ratings: 3-3-1-3

Title: CONTINUOUS LONGITUDINAL MANPOWER SURVEY

Author(s): WESTAT

Publisher: Department of Labor, Employment and Training Administration

Publisher Address: Washington, D.C.

Publication Date: 1981

Content Description: This handbook is one part of the documentation developed for use with the public use tapes derived from the Continuous Longitudinal Manpower Survey (CLMS). The CLMS gathers primary socioeconomic, demographic, and programmatic data on a sample of enrollees in programs operating under CETA. This handbook discusses CETA and CLMS during the period January, 1975 through September, 1977, and thus changes in both CETA and CLMS occuring after fiscal year 1977 are irrelevant and not discussed at this time. A brief background and history of CETA and CLMS are presented, followed by descriptions of the public use tape files and the documentation designed to accompany these tapes. The final chapter provides a detailed discussion of tape characteristics and procedures for ordering tapes and documentations.

Ratings: 1-0-1-1

Title: EARNING CREDIT FOR WORK EXPERIENCE: A GUIDE TO JOB EXPERIENCES OF CETA-FUNDED EMPLOYEES

Author(s): Wisconsin University

Publisher: (Same as author)

Publisher Address: Green Bay, Wisconsin

Publication Date: 1980

Secondary Source: ERIC #ED 194620

Content Description: This guidebook is written for those who question the process of earning credit for experience and what knowledge and skills might lead to a credit award, and should assist educators who are approached for accreditation of knowledge and skills learned on a Comprehensive Employment and Training Act (CETA) - funded job. There are five sections: the first explains what CETA is, how it operates, the CETA structure, and answers to questions often asked about CETA; the second explores the value of a credential, and how it can benefit someone seeking a job or a promotion; the third gives examples of CETA work experience that high school students might have and how that experience could be made creditable; the fourth discusses the process of earning post-secondary credit for work experience and lists some ingredients of creditable experiential learning; the fifth gives examples of CETA work experience that hold potential for a credit award from a technical institute or college. The ultimate decision of what is and is not creditable is made by the educational institution. For information on the policies followed by Wisconsin's educational institutions when assessing experiential learning, the reader is referred to the companion guidebook, granting credit for work experience.

Ratings: 3-3-3-3

Title: GRANTING CREDIT FOR WORK EXPERIENCE: A GUIDE TO POLICIES AND PROCEDURES OF WISCONSIN EDUCATION INSTITUTIONS

Author(s): Wisconsin University

Publisher: (Same as author)

Publisher Address: Green Bay, Wisconsin

Publication Date: 1980

Secondary Source: ERIC #ED 194621

Content Description: The ways that Wisconsin colleges, technical institutes and high schools award credit for learning acquired through work experience are described. This guide was written after a statewide study of the policies and procedures of both post-secondary and secondary schools. Data were gathered in interviews with nearly every post-secondary school in Wisconsin and a sample of 106 Wisconsin high schools. The information presented is general since policies and procedures of many institutions are summarized into an overall state picture. In each chapter a distinct element of granting credit for work experience is described. Chapter 1 focuses on the general approaches to granting credit. Chapter 2 describes the practices of secondary schools in granting credit. Chapter 3 covers the procedures post-secondary schools use in granting credit for school-sponsored work experiences, as well as the practice of some post-secondary schools of granting credit for a student's past work experience. Finally, Chapter 4 contains a catalog of post-secondary institutions which award credit for prior learning. This guide will be useful to several groups of people such as job counselors, CETA work supervisors; policymakers; program operators; program directors who design CETA work experience programs; and state and national groups.

Ratings: 3-3-3-3

Title: MONTANA CETA FIELD LEARNING PROGRAM. FISCAL YEAR 1980. EVALUATION REPORT

Author(s): Wooden, Richard E.

Publisher: Great Falls Public Schools

Publisher Address: Great Falls, Montana

Publication Date: 1980

Secondary Source: ERIC #ED 195679

Content Description: Evaluation of the CETA/EBCE (Comprehensive Employment and Training Act/Experience Based Career Education) field learning program at eight sites in Montana showed the program to be successful in helping high school students explore careers. The system was generally successful in achieving program outcome objectives: various types of students were enrolled, students completed projects, students received credit and private sector resources were involved. Most student outcome objectives were met, with the program being especially successful in increasing students' information about the careers they explored; developing students' awareness of a variety of career options; and aiding the development of the two school-to-work transition skills of job seeking and job holding, and understanding the need for basic skills in jobs as measured by self-reports. Less successful outcomes were in the area of student attitudes: students did not show marked increased motivation toward learning as a result of project activities, nor did they show a much more positive attitude toward planning their future education/careers. In addition, students were not very successful in relating information they gained about themselves to career options, and they did not sample as wide a variety of career options as would be ideal. Field resource persons, school staff and parents were very favorable toward the program. Recommendations included revising objectives and devising methods of meeting them, as well as new methods of evaluation; and doing a follow-up study on student participants.

Ratings: 1-1-1-1

Title: THE SKILLS SURVEY: WHAT IT IS AND HOW IT WORKS. PERSONNEL MANAGEMENT SERIES NO. 29.

Author(s): Wynn, Christine

Publisher: Superintendent of Documents, U.S. Government Printing Office

Publisher Address: Washington, D.C.

Publication Date: 1977

Secondary Source: 1977

Content Description: This booklet explains the federal government's purpose and procedures for conducting a survey to determine civil service employees' skills, knowledges, and abilities so that they may be more fully utilized and/or developed. In Section I the term "skills survey" is defined and its functions are viewed as part of an upward mobility program. Section II lists the personnel involved in planning and implementing the survey. Section III advises each government agency to assess its own information needs by either examining its existing job descriptions or by performing a job analysis. The scope of the project and use of a timetable are discussed. Then, the pros and cons of various procedures are debated for obtaining specific data on employees' skills. The approaches considered include (1) searching personnel files, (2) conducting personal interviews, (3) administering questionnaires to employees in groups, (4) mailing out questionnaires, and (5) using mail questionnaires with follow-up interviews. In section IV, government publications and Appendix 1 are suggested as resources for instructions on how to evaluate the data. Section V and Appendix 2 cover the methods of coding and data for storage and retrieval. The implementation and update of survey are discussed in section VI. In the final two sections, the survey administrator is warned of various pitfalls and the need to comply with the Privacy Act. Appendixes 3 and 4 provide sample forms.

Ratings: 1-0-1-1

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